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ABSTRACT

With creative ideas contributed from Wisconsin youth services librarians, this manual is a practical guide for planning and implementing the state's 1999 summer library program. Dealing with the theme, "Go Global: Read!," this manual contains a broad spectrum of ideas--from solid information about varied cultures to playful fantasy tales from many countries. The manual contains the following chapters: (1) "Planning and Promoting Programs," including sample materials and evaluation guidelines; (2) "Decorating the Library," including display ideas and name tag designs; (3) "Programs and Activities," including games, program suggestions, book lists, audiovisual recommendations, and crafts; (4) "Giveaways and Games," including clip art, puzzles, word games, mazes, and coloring pages; (5) "Performing Artists," including a performers' roster and evaluation guidelines; (6) "Sources and Resources," including resources for people who have hearing loss and/or visual disabilities, and catalogs. A list of Wisconsin Summer Library Program themes from 1970-98 is included. (AEF)

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1999 Summer Library Program

MANUAL

Wisconsin Department of Public Instruction

1999 Summer Library Program Manual

based on the theme

Go Global: Read!

Jane A. Roeber
Youth Services Consultant and
Program Manual Content Editor



Wisconsin Department of Public Instruction
Madison, Wisconsin

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Original 1999 theme art by Brenda Baker, Madison, WI
Additional graphics by Donna Collingwood, DPI graphic artist

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Foreword

Today we live in a global village. We travel widely, in person and through various print and electronic mediums. Our lives are interconnected—economically, politically, in social concerns, and in educational endeavors—with people in all parts of the world. Our state itself is made up of people whose families have come from every part of the world and whose lives reflect a multiplicity of traditions.

All of us can be enriched when we interact with people whose heritage is different from our own. During this summer's **Go Global: Read!** activities, librarians have an extraordinary opportunity to help children build a strong foundation of understanding and appreciation of other cultures.

Children must be able to read well in order to participate successfully in the global environment. To that end, everything you do to stimulate interest in books and to instill a delight in reading is invaluable. The dynamic summertime programs in your libraries reinforce the pleasures and skills of reading and help children explore other important library resources as well.

Best wishes as you set off on this summer's vicarious global journey. As you celebrate books, storytellers, music, puppeteers, magicians, and crafts with children and their families, I hope you will be buoyed by laughter, a sense of wonder, and a joyful spirit of exploration.

John T. Benson
State Superintendent of Public Instruction

Preface

Once again, the youth services librarians of Wisconsin have contributed creative ideas in order to make a Summer Library Program manual that is a practical guide to program planning and implementation. My sincere thanks go to each one of them and to librarians in other states who have produced summer manuals that enhance this publication. A willingness to share ideas and experiences characterizes much of the fine work carried out by youth services librarians across the country.

The theme Go Global: Read! offers unlimited opportunities for active and colorful programs. This manual is by no means comprehensive, but it will prove to be a helpful source of stimulation for those who organize programs in their local libraries. It contains a broad spectrum of ideas: from solid information about varied cultures to playful fantasy tales from many countries.

Enjoy the manual, enjoy the other summer program materials produced by the Department of Public Instruction, and—most importantly—enjoy the children and families you serve so ably! Bon voyage!

Jane A. Roeber
Youth Services Consultant and Manual Content Editor

Acknowledgments

Madison, Wisconsin, artist Brenda Baker works in a variety of mediums and her brilliantly colored woodcut for the Go Global: Read! poster has succeeded in capturing the spirit of our multifaceted 1999 Summer Library Program. Her abstract globe and its surrounding pattern of sunny rays and decorative elements from many cultures will attract attention wherever they are used. You will find many of them, plus her unique borders, as you read this manual. Baker is director of exhibits and education at the Madison Children's Museum. A true believer in going global, she has traveled widely and has exhibited her work in Brazil and Germany as well as in various parts of the United States. As a mother and in her professional career, Baker is fully attuned to the interests of children and dedicated to opening new and exciting doors for them.

1999 Planning Committee

Claudia Backus
Waukesha County Federated Library
System
Waukesha, WI
*Representing Waukesha County Federated
Library System*

Jane Besel
Jefferson Public Library
Jefferson, WI
*Representing Mid-Wisconsin Federated
Library System*

Mary Bohman
Algoma Public Library
Algoma, WI
*Representing Nicolet Federated Library
System*

Sharon Charles
Southwest Wisconsin Library System
Fennimore, WI
*Representing Southwest Wisconsin Library
System*

Miriam Hansen
Indianhead Federated Library System
Eau Claire, WI
*Representing Indianhead Federated
Library System*

Barbara Huntington
South Central Library System
Madison, WI
Representing South Central Library System

Deb Lambert
Hillsboro Public Library
Hillsboro, WI
*Representing Winding Rivers Library
System*

Rose Mary Leaver
Arrowhead Library System
Janesville, WI
*Representing Arrowhead Library
System*

Laurie Magee
Oshkosh Public Library
Oshkosh, WI
*Representing Winnefox Library
System*

Kathy Mitchell
Clintonville Public Library
Clintonville, WI
*Representing Outagamie-Waupaca
Library System*

Ida Nemec
Plum Lake Public Library
Sayner, WI
*Representing Northern Waters Library
Service*

Molly Panko
Burlington Public Library
Burlington, WI
*Representing Lakeshores Library
System*

Sue Pesheck
F.L. Weyenberg Library of Mequon/
Thiensville
Mequon, WI
*Representing Eastern Shores Library
System*

Jolene Sterk
Manitowoc Public Library
Manitowoc, WI
*Representing Manitowoc-Calumet Library
System*

Jennie Stoltz
Hales Corners Public Library
Hales Corners, WI
*Representing Milwaukee County Federated
Library System*

Kathleen Thomson
Kenosha Public Library
Kenosha, WI
*Representing Kenosha County Library
System*

Marsha Valance
Regional Library for the Blind and
Physically Handicapped
Milwaukee, WI
Representing the Regional Library

Marie Wardall
T.B. Scott Free Library
Merrill, WI
Representing Wisconsin Valley Library Service

Program Contributors

(In addition to planning committee members)

Connie Acker
Cedar Grove Public Library
Cedar Grove, WI

Roxane Bartelt
Brookfield Public Library
Brookfield, WI

Nancy Bauer
West Bend Community Memorial Library
West Bend, WI

Marie Castellano
Waterford Public Library
Waterford, WI

Pat Draxler
Polk County Library Federation
Balsam Lake, WI

Judy Farrow-Busack
Duerrwaechter Memorial Library
Germantown, WI

Deb Haeffner
South Central Library System
Madison, WI

Ann Herrmann
Manitowoc Public Library
Manitowoc, WI

Jo Hick
Phillips Public Library
Phillips, WI

Erin Isabell
Platteville Public Library
Platteville, WI

Nancy Jackisch
Oshkosh Public Library
Oshkosh, WI

Sandy Joseph
Oshkosh Public Library
Oshkosh, WI

Carin Knaggs
Oshkosh Public Library
Oshkosh, WI

Ulla Linenthal
Oshkosh Public Library
Oshkosh, WI

Kirsten Martindale
Menomonie Public Library
Menomonie, WI

Renee Miller
Winnefox Library System
Oshkosh, WI

Rob Reid
L.E. Phillips Memorial Public Library
Eau Claire, WI

Ellen Rikkenback
Portage County Library
Stevens Point, WI

Laura Roherty
F.L. Weyenberg Library
Mequon, WI

Ann Salt
Menomonie Public Library
Menomonie, WI

Sharon Siegel
F.L. Weyenberg Library
Mequon, WI

Elizabeth Timmins
Ashwaubenon Branch, Brown County Library
Green Bay, WI

Elizabeth Vollrath
Portage County Public Library
Stevens Point, WI

Mary Whittington
Portage County Public Library
Stevens Point, WI

State Program Manuals

Read around the World
Iowa State Library (1989)
Des Moines, IA

Ticket to Read
Massachusetts Regional Library
Systems (1994)
c/o Eastern Massachusetts Regional
Library System
Boston, MA

Thrills and Chills at the Library
Cooperative Summer Library Program
(1997)
Great River Regional Library
St. Cloud, MN

Passport to Reading
Mississippi Library Commission (1995)
Jackson, MS

Books Make the World Go Round
Nebraska Library Commission (1994)
Lincoln, NE

Read the World Over
New York State Library, 1995
Albany, NY

Book A Magical Madcap Tour!
Oklahoma Department of Libraries
(1998)
Oklahoma City, OK

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Texas Library Archives Commission

Department of Public Instruction

Division for Libraries and Community Learning

Calvin J. Potter, Division Administrator

Library Development Team

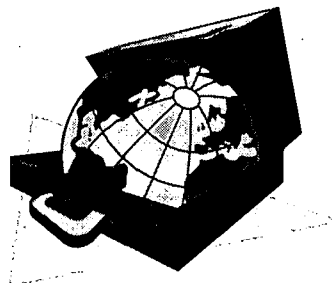
Larry T. Nix, Director

Education Information Services Team

Greg Doyle, Director
Donna Collingwood, Graphic Artist
Lisa Hildebrand, Text Editor
Sylvia Eisenmann, Formatter
Robin Gee, Proofreader
Sandi Ness, Marketing Director,
Publication Sales
Tammy Wylesky, Printing Manager

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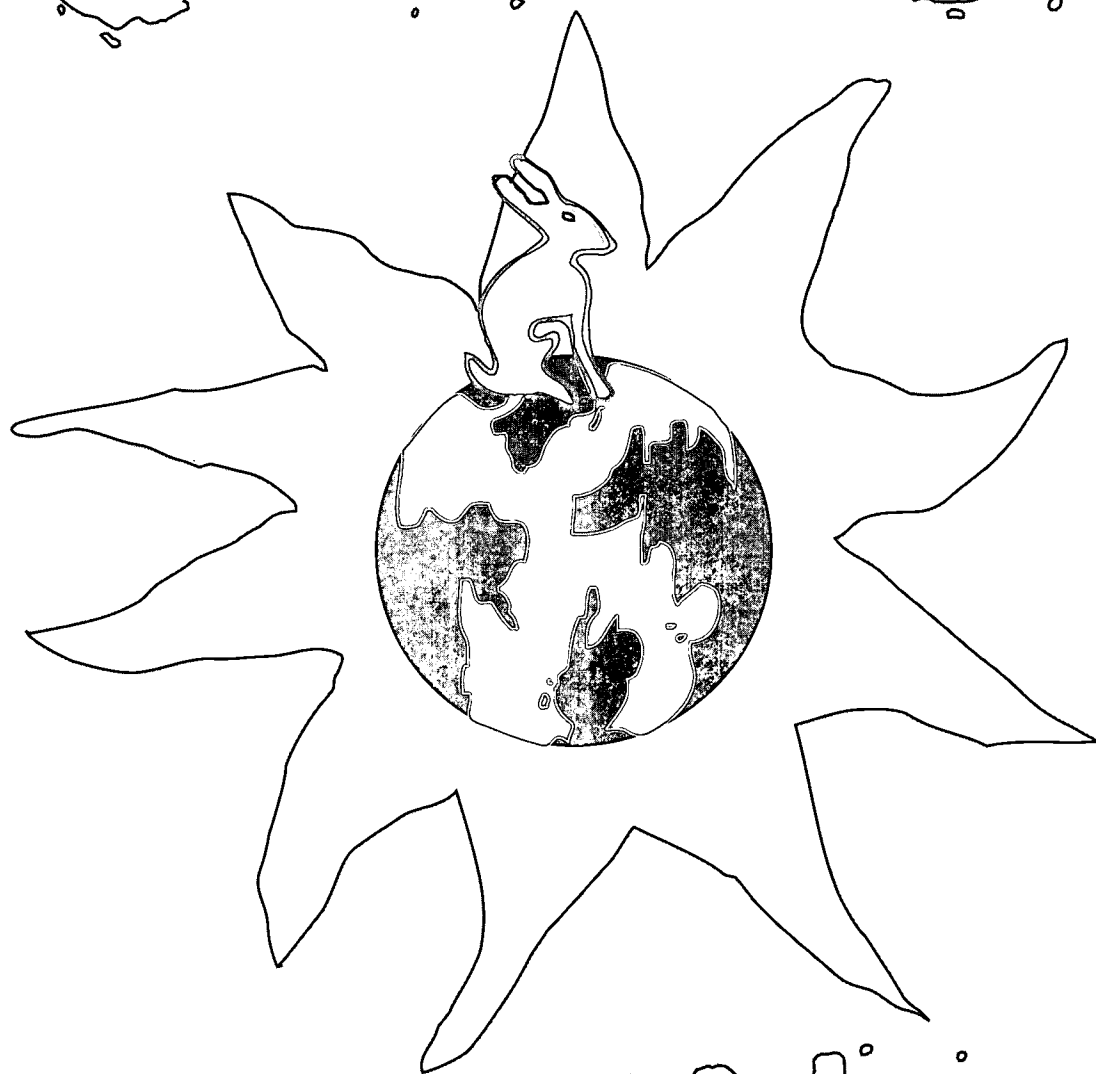


Summer Library Program History

This year marks the 29th anniversary of statewide summer library programs in Wisconsin and the 24th anniversary of program coordination by the Division for Libraries and Community Learning. The first programs were coordinated by Marian Edsall, director of the Cooperative Library Information Program (CLIP), with the help of Elizabeth Burr, children's library consultant, Wisconsin Department of Public Instruction. Since 1975, Summer Library Programs have been coordinated by the division in close cooperation with youth services librarians across the state. The following statewide themes have been used over the years.

- 1970** Summer Reading is Out of This World
- 1971** Magic Maze
- 1972** Take a Giant Step
- 1973** Explore the Haunted House
- 1974** Travel through Time with Tobor
- 1975** Yankee Doodle Rides Again
- 1976** Be a Super Snooper at the Library
- 1977** Summer of the Whangdoodle
- 1978** Star Worlds at the Library
- 1979** Super People Enjoy the Library
- 1980** All Creatures Great and Small
- 1981** Merlin's Midsummer Magic
- 1982** Through the Looking Glass
- 1983** Where the Rainbow Ends
- 1984** Hats off to Kids
- 1985** Thriller-Dillers and Chillers
- 1986** Star Spangled Summer
- 1987** Hands around the World
- 1988** Summer Splash
- 1989** Super Summer Safari: Make Books Your Big Game
(Winner of the 1990 John Cotton Dana Library Public Relations Award sponsored by the H.W. Wilson Company and the American Library Association, Library Administration and Management Association, Public Relations Section)
- 1990** Readlicious: Carryouts Available
- 1991** Wheels, Wings 'n' Words
- 1992** Summer Quest
- 1993** Go Wild! Read!
- 1994** Rock 'n' Read
- 1995** Sportacular Summer
- 1996** Razzle Dazzle Read
- 1997** Zap into the Past
- 1998** Make Waves: Read!

CHAPTER



ONE

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Going Global

When the planning committee for the 1999 Summer Library Program met in the fall of 1997, the members rapidly reached consensus that it was time for Wisconsin to present a program that focused on children around the world and on the multicultural nature of our own state and country. They recognized the subtle danger that such a theme concept could become too pedantic if not leavened with games, music, colorful decorations, and attractive crafts. Contributions to this manual, from committee members and other librarians from around the state, have met the challenge of potential pedantry with programming suggestions that celebrate a lively and spirited interest in the world around us!

You will find a wealth of suggestions for engaging books and activities throughout this publication. Use them as a springboard to plan a summer program that suits your own interests, makes the best use of available staff time and collection resources, and reflects the interests of your community. Think about the positive theme attributes as defined by the planning committee.

- Attractive for many age levels
- Many resources available, including the Internet
- Opportunities for community members of various cultural backgrounds to share their knowledge
- Chance to reinforce attitudes of respect for and understanding of others
- Food and folklore, songs, dances, and instruments; crafts; holidays: all these can be approached from an ethnic or cultural angle

Planning

The tradition of summer library activities is strong in Wisconsin. Individual libraries have carried out their own special programs for many decades, and there has been statewide program coordination since 1970. All of these efforts rest on recognition of several factors.

- Awareness that reading is an essential skill that is refined only through practice
- Awareness that much success in education and in life itself comes from the ability to read well
- Knowledge that in addition to the factual information found in books, they provide stimulation to imagination and creativity
- Recognition of summer as a period when children's time is at least somewhat less structured than during the school year
- Belief that library resources (print, audiovisual, and digital) are of importance to people of every age, that reading skill is required to make the best use of all of them, and that acquaintance with them can be nurtured in pleasure-based activities
- Knowledge that the emerging literacy of preschoolers, the flowering literacy of primary grade children, the reading security of middle grade children, and the reading for facts and for pleasure by young adults all deserve reinforcement and stimulation from the public library
- Knowledge that parents and other care providers will appreciate information and assistance in helping their children become lifelong learners

The Basic Structure is up to You

The bottom line in structuring your summer library program is to adopt a design that is comfortable for you and workable for your staff, budget, and facility. A helpful guide for thinking through the process is *And a Good Time was Had by All* (Wisconsin Library Association, Youth Services Section, 1997). For information about availability and costs contact the association at 5250 East Terrace Drive, Suite A, Madison, WI 53718; (608) 245-3640. The guide emphasizes looking for ways to improve and simplify programs and to reduce staff stress.

Avoid the pitfall of being locked into doing the same thing year after year. Consider changing the age ranges you want to reach. While many libraries include delighted and delightful preschoolers in their summer programs, others feel strongly about putting the emphasis on 1st through 3rd and 4th graders. Reading experts tell us that if a child cannot read well and independently by the end of 3rd grade, that child probably will never achieve full literacy potential. Another change you can consider is increased involvement of family members—perhaps by scheduling events for early evenings or weekends, or offering booklists of read-aloud recommendations, or providing reading records for the entire family. Analyze, too, whether your library is doing all it can do to accommodate children who have special needs. Review the plan for library services to young people with special needs developed by the Division for Libraries and Community Learning in 1998.

The November 1997 issue of *School Library Journal* includes an article that may reinforce your desire to make changes in your program. “Mix It Up! 6 Ways to Rethink Tired Summer Reading Programs” summarizes programs in Pittsburgh, Los Angeles, Queens, Broward County (FL), Cuyahoga County (OH), and Memphis. To be sure, those are far larger communities than most in Wisconsin, but think how your community might

- implement the idea of taking library programs to places where children live who have difficulty traveling to the library;
- use teen volunteers; or
- influence your state legislators by calling attention to the library’s summer impact on families (voters).

Ask yourself and fellow staff members question such as these.

- Is preregistration essential? If so, how can we simplify it?
- If we use reading records, where should they be kept?
- How much did the summer program cost last year? Do we need additional funds and where might we seek them?
- How many special performers can we afford? Do we have adequate audience space in our building? Can we cooperate with a nearby library and share costs?
- What will make the program the most pleasurable for children? storytimes? food? prizes? games and other participation events? Other?
- Are there ways we can better involve entire families?
- How strongly do we feel about incentive awards?
- Do we make the best possible use of volunteers (adult and/or teenage)?
- What community individuals and organizations might we use as program presenters?
- Do we have staff members or regular volunteers who speak languages other than English and who can assist in translations?
- For this Go Global summer, should we invest in additional bilingual and multilingual books and recordings (audio and visual)?

Involving Young Adults and Others, Too

One of the most frequently asked questions is how to maintain the involvement of children beyond 4th grade and of young adults. The very definition of “young adults” can be a question in itself. Once, it was taken to mean high schoolers. More recently, it refers to middle schoolers and even younger children. (This reflects the societal phenomenon of increased sophistication among 9-, 10-, and 11-year-olds.) There are no one-size-fits-all answers to the challenge of retaining the interests of these older children. Knowledge of and cooperation with your community’s schools, recreation departments, churches, and other youth-oriented organizations are essential.

Two Wisconsin libraries are included in *Sizzling Summer Reading Programs for Young Adults* by Katharine Kan for the Young Adult Library Services Association (ALA, 1998):

- At the L.E. Phillips Memorial Library, Eau Claire, Club Read members choose books from a reading list (prepared in advance by a young adult committee of three), and if they read five books from the list they are entered in a drawing for prizes at the end of the summer.
- Portage County Public Library, Stevens Point, has a Volunteens group which performs puppet shows, helps run an annual book sale, assists with crafts, and listens to book reports from younger children during the summer. (Its Razzle Dazzle Read summer program is included in *Sizzling Summer*....)

In addition, the book describes other programs from around the country focused on young adults writing book reviews and evaluations, on talent shows, on Internet explorations, on teen cafes, on service to young adults in detention centers, on logo design contests, and more.

Staff members at Oshkosh Public Library report that, "While we promote our summer program largely to pre-school children (the read-to-me program) and children in grades K-5, we have no age limit, and children in middle school are welcome to sign-up. Occasionally we even have freshmen or sophomores in high school who participate. Otherwise those age groups volunteer and help with signing up younger children, or they may help with programs. We generally take volunteers who are 13 and older. We recruit through the Friends and Jr. Friends, advertise in the newspaper, and put out informational flyers at service desks some weeks before the summer program begins."

Each year the Monona Public Library successfully invites middle school aged children to participate in "Kids As Storytellers." Youth services librarian Karen Wendt developed this program when she recognized an interest the middle schoolers were showing in working directly with preschoolers and elementary-grade children. "Kids As Storytellers" reinforces the reading skills and confidence of the participants, gives them insights into performance situations, and broadens their appreciation of children's literature and ways to involve young children in the world of books. Her description of the program appears on the next page.



The first week of my summer programming does not include a storytime. Instead, I invite any middle school students interested in participating in "Kids As Storytellers" to meet on that Wednesday morning at 10 o'clock. That is the day and time that storytimes will be presented during the rest of the summer. The meeting lasts an hour and a half. By having our first meeting this way, I know the volunteers probably have that time slot open in their schedules. There are some who have summer school classes but also want to be included in "Kids As Storytellers" when their classes finish in mid-July. This usually means they only get in on two to four storytime sessions, but it is worth it to them, and I try to accommodate them.

At the first meeting of the "Kids As Storytellers" group, I hand out a packet of materials including a list of good picture books to use with groups, a list of some storytime hints and tips, and a calendar of the summer weeks when they will be involved. I provide a selection of tried and true books, prop stories, fingerplays, puppets, songs, and other activities. After discussing the library's expectations for them and for the program, we talk about the kind of things that happen at storytime. We describe the structure of the program and what to expect the next week when there will be 20 or 30 three- to nine-year olds in the room. I demonstrate using a book to tell a story, flannelboard stories, fingerplays, and using props.

Everyone is given about ten minutes to look over the materials displayed and to pick one story that interests them. They have about 15 minutes to go off to a corner and practice their tales. Then we have a show-and-tell session. Some get right into it immediately and perform for us with élan. Others are shy about performing in front of their peers. I draw them out by asking about the book. Soon they don't even realize that they are "telling" the story by answering my questions and are ready for any audience!

Once they have something picked out to perform for the young storytime children the next week, I give them some helpful hints for sharing that particular book, prop story, or whatever it is they have chosen. They check out any materials they are going to take home for practicing. I also have a paper check-out form for items that don't have barcodes. I also use the check-out forms to help everyone keep organized as to who is doing what at the next storytime. I ask them to call once they have practiced their stories to let me know how much time they need. Even if they forget to call, I can make a pretty good estimate based on my own knowledge of the material and can plan my own storytime opening and close. The call helps get the "Kids As Storytellers" used to checking in with me and lets me know they are practicing.

The "Kids As Storytellers" are asked to arrive a few minutes before the library opens the following Wednesday. That insures that they are in place when the younger children come for the 10:15 a.m. storytime. Sometimes we need to do a last minute practice session or make adjustments if someone wasn't able to make it that week after all. I let them know what the order of performance will be, but I do try to give them input on this decision. After they each perform, they are asked to wait in the back of the room and participate in the rest of the storytime. The younger children love it when the older ones join in the chants and songs! After storytime, I say good-bye to the children and parents and make sure things are going along smoothly at the circulation desk. Meanwhile, the "Kids As Storytellers" group looks at the next set of materials I have ready for them.

I meet with the group about 11:00 to commend them for their work and give out some general tips based on what I observed. I don't offer specific constructive criticisms to individuals in front of the group, and I limit my suggestions to things that are really important. I have found that lots of praise and a gradual introduction of suggestions for improvement as the summer progresses is a good approach. We spend about half an hour going over the materials for the next week and checking them out. After two or three weeks, I bring out readers theater books and let the "Kids As Storytellers" use them to work up skits. Having at least one skit ready for each week's storytime has proven desirable.

I usually have about eight teens in the "Kids As Storytellers" group, and they are a delight to work with. Their interaction with the younger children is fun to watch, and I'm sure they are inspiring some of those in the audience to become performers themselves

Harris Wofford, former United States senator and now CEO of the Corporation for National Service, called attention to another group of volunteers in an op-ed piece written for the *Philadelphia Inquirer* (Nov. 25, 1997). These are adults 55 and older who volunteer for one-on-one reading support for children. Wofford's article specifically described Philadelphia participants in President Clinton's America Reads Challenge to help ensure that every child can read independently and well by the end of third grade. The Seniors for Schools Wofford wrote about were supported by the Corporation for National Service. But creating a network of older citizens who will listen and encourage young readers need not necessarily be part of a formal organization. What is needed is a commitment of significant, intensive amounts of volunteer time during the school year, and there is no reason a public library couldn't carry on a complementary program during the summer months. This may be an area of service where you will want to make a change in emphasis. If such programs exist in your local school district or as part of your local literacy council, explore ways the library can cooperate and reinforce their efforts.

Consider involving the entire family by using the "Go Global: Read! Family Book Bingo Card" seen on the next page. It was prepared by the South Central Library System.



GO GLOBAL: READ! FAMILY BOOK BINGO CARD				
Read a book about another country.	Write and decorate the word "hello" in a different language.	Read a book about a museum or visit a museum.	Help a friend or family member.	Read a poetry or rhyming book.
Read a magazine article.	Write a book report for a book you like & hang it up at the library.	Read a book about oceans. Name at least two of them.	Check out a compact disc or music cassette.	Listen to a book on cassette.
Check out a new book of fiction or nonfiction.	Read a folk tale, myth or fairy tale.	Visit the public library.	Read a book by a Wisconsin author or illustrator.	Read a book about maps.
Check out a cook book with recipes from another country.	Visit a local fun place.	Read a book about another culture.	Attend a Summer Library Program.	Design cover art for your favorite book.
Read out loud to a friend or family member.	Look up where famous mountains are listed in the encyclopedia.	Recommend a good book.	Look up the word "global" in the dictionary.	Read a book with illustrations.

Go Global: READ! Bingo Rules Beginning June 1999

- Family members of all ages are encouraged to participate, with adults and children reading to each other.
- Only one Book Bingo Card per family.
- Complete two rows of bingo to enter your family in a random drawing for area restaurant gift certificates.
- Color each square when it is completed.
- If you'd like to share with us some of the things you've done, you can write them on the back of this sheet.
- Complete your card and turn it in at the public library. Winners will be contacted by telephone.

List participating family members:

Date Family Book Bingo Card completed: _____

Signature of head of family: _____

Telephone Number: _____

Another approach to family participation could be called "Ports of Call Tour: A Family Reading Activity." Invite families to take a cruise around the world through books. Let the readers determine the number of books they hope to read; all or at least parts of the stories must take place outside the United States. Decide whether eligible books can be read by individual family members or must be read aloud by two or more family members together.

- Offer a black and white outline map of the world that families can post on their refrigerator doors with small magnets; provide magnetic strips for this purpose.

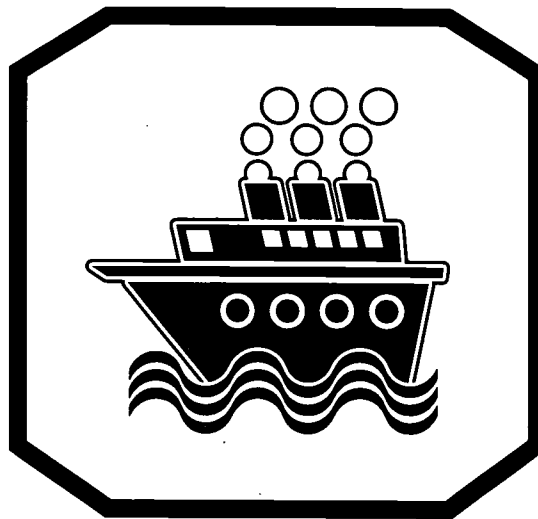
- Using the pattern here, photocopy the cruise ship on to heavy paper or poster board. Give each family member who signs up for the game a copy of the ship and a piece of magnetic strip to glue on the back.

- As books are read, readers can move their ship magnet and, on the map, write in the name of the country where the story took place.

- You may wish to assign points for each continent or region; for example, Africa (20 points), former USSR (20 points), Middle East (20 points), Asia (15 points), South America (15 points), Europe (10 points), North America (5 points). Readers can tally their own cumulative scores at home and record the family total at the library. If incentive prizes are used, the family that accumulates the most points might win a donated pizza dinner, a world atlas, or coupons to be used at a local bookstore. Alternatively, all families who reach their goal number can be entered in a drawing for similar prizes.

- With less emphasis on numbers of books read, you may prefer simply writing the names of all participating families on colorful cut-out ship shapes and use them as part of your overall library decor.

- It will be a plus if the library provides lists of recommended titles for various age groups; Internet sites and videos could be included as well. A list to get you started follows. Be sure to check over the booklists in chapter 3, too.



Alexander, Ellen, reteller. *Llama and the Great Flood*. Crowell, 1989 (Peru)

Brewster, Hugh. *Anastasia's Album*. Hyperion, 1996 (Russia)

Castañeda, Omar. *Abuela's Weave*. Lee and Low, 1993 (Guatemala)

Hopkins, Andrea. *Harald the Ruthless*. Holt, 1995 (Norway)

Jiang, Ji-Li. *Red Scarf Girl*. Harper, 1997 (China)

Kipling, Rudyard. *Rikki-Tikki-Tavi*. Many editions available (India)

Kurtz, Jane, reteller. *Pulling the Lion's Tail*. Simon & Schuster, 1995 (Ethiopia)

Lee, Jeanne. *Toad is the Uncle of Heaven*. Holt, 1985 (Vietnam)

Medearis, Angela, adapter. *The Singing Man*. Holiday, 1994 (West Africa)

Naidoo, Beverly. *Journey to Jo'burg*. Lippincott, 1986 (South Africa)

Namioka, Lensey, reteller. *The Loyal Cat*. Harcourt, 1995 (Japan)

Schami, Rafik. *A Hand Full of Stars*. Dutton, 1990 (Syria)

Shea, Pegi. *Whispering Cloth*. Boyds Mills, 1995 (Laos)

Staples, Suzanne. *Shabanu: Daughter of the Wind*. Random, 1989 (Pakistan)

Taylor, Theodore. *The Cay*. Avon, 1969 (West Indies)

Temple, Frances. *A Taste of Salt*. Orchard, 1992 (Haiti)

Watkins, Yoko. *So Far from the Bamboo Grove*. Lothrop, Lee, 1986 (Japan/Korea)

The Question of Incentives

Many libraries have recently begun studying their commitment to awarding incentive prizes to program participants. A small item, such as a bookmark or button, can reinforce a youngster's sense of being part of something special. Beyond that are other relatively inexpensive possibilities like pencils, erasers, stickers, temporary tattoos, and so on. Choosing gifts that complement the library's theme is obviously a good idea. Libraries that move toward the other end of the prize spectrum sometimes sponsor drawings for larger prizes: movie passes; passes for amusement parks; coupons for fast food restaurants; coupons for books, CDs, or software; sports equipment; bicycles; days spent at television studios, newspaper offices, or travel agencies.

In years when the Division for Libraries and Community Learning offers statewide incentives, the goal is always to relate the awards directly to the statewide theme. For example, the Zap into the Past summer was coupled with day passes to Wisconsin historic sites, Sportacular Summer was paired with state parks and forests, and Razzle Dazzle Read offered passes to Circus World Museum. For the 1999 Go Global: Read! Summer Library Program, no statewide incentives are being offered. This year is an opportunity to explore every community's own ethnic ties in restaurants and food shops, museums, craft classes, and musical opportunities.

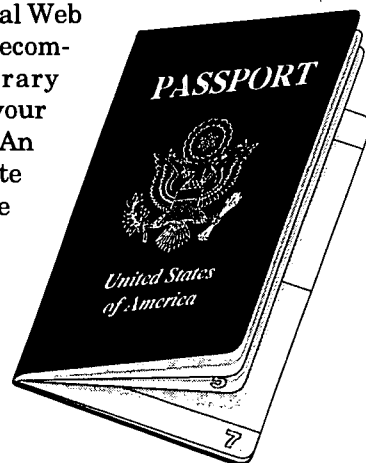
In addition to (or instead of) individual awards, consider special awards for an entire group of participants when its aggregate number of hours spent reading reaches a predetermined goal. Make the number high but realistic, basing it on previous years' experiences. With this type of award, all participants contribute toward a goal and all reap the rewards when the goal is attained. Pool and pizza parties and special field trips have proved popular in communities that have chosen this approach.

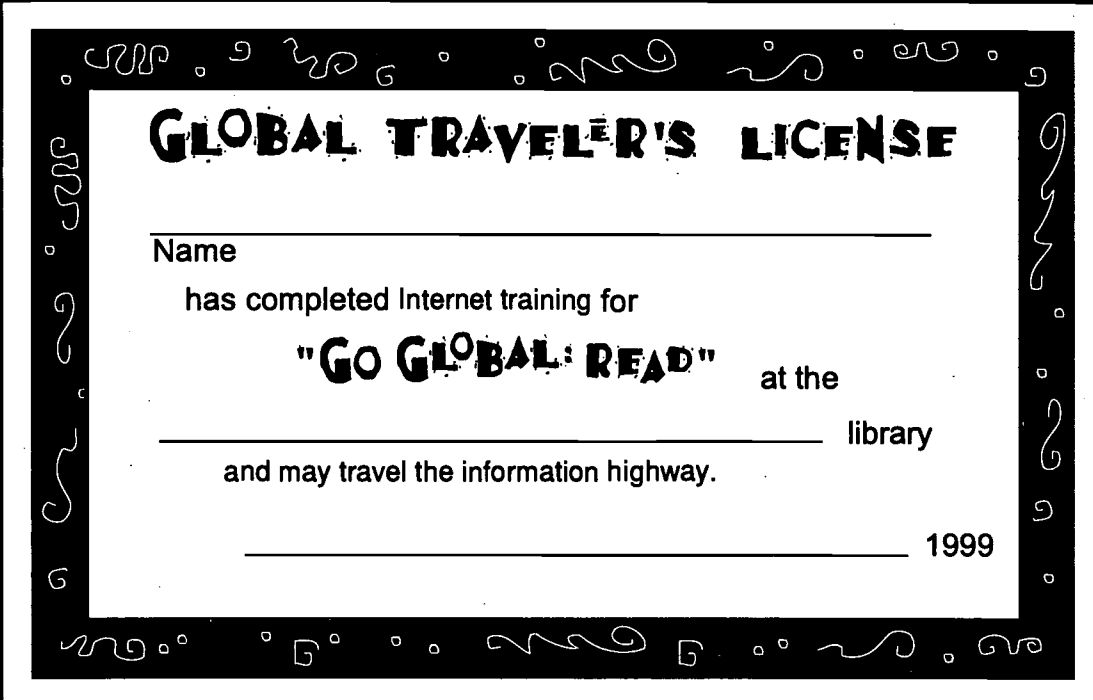
A Go Global: Read! T-shirt based on Brenda Baker's poster art will be available in spring 1999. Design and ordering details will be coordinated by the South Central Library System. Wisconsin librarians will receive full information through the youth services liaison for their public library system.

If you choose to award prizes, be sure to describe them and to clarify any eligibility requirements well before the program begins.

An Internet Incentive

While many youngsters are already savvy about ways to tour the millions of Internet sites, there are many who are not. As part of the Go Global summer you may wish to offer a series of introductory and advanced sessions on appropriate use, tips on searches, and how to use the full-text database provided to all Wisconsin libraries by the Division for Libraries and Community Learning with federal Library Services and Technology Act funds. You can bookmark the division's Go Global Web site (<http://www.dpi.state.wi.us/dlcl/pld/global99.html>), recommended international sites from the American Library Association's Web site, and sites of newspapers from your community's sister city abroad and various other countries. An Internet Users License can be issued to those who complete both sessions. A sample design is provided below. If you have access to a laminating machine, you can encase the licenses in plastic once the necessary information has been filled in; children may provide small school photographs to go on the reverse side. Older, computer-whiz students can serve as your assistants and also as instructors for adults in the community who would like to sharpen their computer skills. (The adults might enjoy having their own Internet User License as well!)





GLOBAL TRAVELER'S LICENSE

Name _____

has completed Internet training for

"GO GLOBAL: READ" at the

_____ library

and may travel the information highway.

_____ 1999

Promoting

In many communities the library's summer program is its most visible program. In all communities it has the potential for creating year-round respect and recognition for the library and the many services it provides for people of *all* ages. It touches the lives of families who participate, of school personnel who are aware of its impact on students, of businesses that contribute funds or merchandise to support it, and of volunteers who are actively involved in its implementation. This broad base of acquaintanceship plus good statistical reports can influence governmental support for all facets of library service.

Within the Library Itself

Take time to discuss all aspects of your program plans with the entire library staff. Maintenance people need to be aware of setting up storytime rooms, the need for extension cords and equipment, unusual props that may demand special attention, and decorating schemes that require their help. Circulation staff members need to know your program schedule. They should be familiar enough with the program structure to be comfortable calling attention to handouts placed at the circ desk and answering adult questions. Adult reader services and reference services staff also need a sound basic understanding of your program schedule and goals. In a small library, *you* may fill all the roles mentioned here. What you need to do is make sure they all mesh together in ways that make sense of your time and allow volunteers to take over some of the responsibilities.

In advance of the summer and throughout the summer program, make sure the Board of Trustees members specifically receive all the same materials that are available to the patrons. You and/or the library director can present a summary of statistics and highlights for the board at the end of summer. Include information such as total numbers of participants, number of titles or minutes read, interesting program highlights, and any innovations attempted and their results. Be sure that the success of the summer program is included in the library's annual report.

All Around the Town

Distribute SLP supporter signs, such as the one on the next page, to all businesses and organizations that contribute funds for special performers, prizes, or in-kind donations of any sort.

Take advantage of the promotional possibilities inherent in local events. If your community has an annual summer parade, enter a group of your summer library program participants. They might ride on a float or stride along waving flags from many nations, wearing hats from various cultures, or tote (empty) suitcases beneath a Go Global: Read! banner. During summer sidewalk sales on Main Street, at neighborhood malls, or at farmers markets, the library can sponsor a used book sale booth and provide free booklists and other handouts.

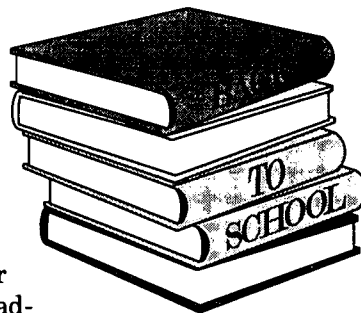
At the conclusion of the summer activities, handouts at the library and in retail outlets, banks, and clinics might include a "thank you" bookmark to help inform the general public. On one side, thank all the many sponsors who supported the program with donations of various kinds; on the other side, thank volunteers and children who participated. Mention program highlights or successes if there is room.

Write a note of appreciation to all contributors and volunteers who helped your program in any way. Follow the lead of the Hartford Public Library, which annually encloses a color print of a program highlight when sending out its thank you cards. (In 1997, having Made Waves with a focus on the Nile River, the photograph was of a mummy-wrap race—plenty of action and laughter were reflected! You could use that game in an Egyptian-focused Go Global program.) You also might want to include an insert with brief statistics that demonstrate program success along with information about youth and adult programs and services planned for the future.

Remember that newspaper, television, and radio coverage has as great positive potential at the end of the program as it does in early promotions and ongoing coverage of events. Send final statistics, highlights, and lists of supporters to those media outlets.

In Schools

Try to visit as many public and private schools in your service area as you can. Acquaint administrators, classroom teachers, media center staff members, reading specialists, special education staff members, and volunteers with your summer plans. If classroom visits are not possible, try to arrange a presentation at a teachers in-service session and/or a meeting of the school's parent and teacher organization. Request coverage of the library's program in school newsletters and/or inclusion with end-of-the year report cards. Cooperate with special education teachers, reading specialists, speech therapists, and Title I staff so they can pass along your program information to the families with whom they work.



Offer to schedule classroom visits to the public library in the spring, and present summer program information and materials to the children at that time. Always make school administrators aware of the material you intend to hand out.

Wherever and whenever possible, be sure to present theme posters and buttons to teachers, aides, and principals.

If some schools in your area offer summertime classes, investigate how the library's summer program can complement classroom studies. If school buildings in your community have parent resource centers, be sure the centers have posters on the walls and available handouts describing the summer library program.

Classroom visits, and library tours to some extent, tend to go best when there is some drama and humor involved. Two suggested approaches follow.

GO GLOBAL!

READ!

PROUD SUPPORTER

of the 1999 Summer Library Program



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I Just Got Back (A Skit)

Enter wearing whatever you would actually wear for a plane ride. Carry at least one large tote bag or piece of carry-on luggage or backpack. Fill your luggage with the props noted in the chant below and with the necessary handouts. You might have a passport (real or fake) sticking out of one pocket, an airline ticket folder out of another, a camera slung around your neck, and any other accouterments you feel will complete the picture of you as a global traveler. Adapt the script to suit your personality and the age level of the audience. Make up other rhymes, too; in fact, you could get the class involved in creating more.

(Breathlessly) Whew! I just got off the plane in _____ and rushed over here. I've had this classroom visit on my calendar since last January, but when I won this absolutely fabulous trip around the world last week, well, I couldn't turn down that kind of opportunity, could I? It was such an experience! So cool! Way beyond my wildest dreams!

Oh, I really want to tell you kids about it—and I want to show you some of the things I found along the way. Just let me catch my breath... *(Take off jacket or backpack; arrange some baggage on a table next to you)* ...and, well, how about if I begin with a verse I wrote on the flight home? After while, you'll probably want to join in on the first line of each verse, but you'd better listen closely to the rest so you don't miss any funny stuff. Here goes.

Well, I just got back
From the river Nile
And I brought with me
A crocodile. *(Hold up a toy crocodile)*

Well, I just got back
From Paris and Rome
And I brought with me
A fine-tooth comb. *(Hold up a comb)*

Well, I just got back
From London town
And I brought with me
A new nightgown. *(Hold up a flannel gown)*

Well, I just got back
From old Hong Kong
And I brought with me
A brassy gong. *(Hold up a small gong—or use “A pair of tongs”, “A fine old song” [CD or cassette], or “A little King Kong” [stuffed toy])*

Well, I just got back
From Zurich's lake
And I brought with me
A slithering snake. *(Hold up a toy snake)*

Well, I just got back
From festive Spain
And I brought with me
A golden chain. *(Hold up a necklace)*

Well, I just got back
From high Tibet
And I brought with me
A virtual pet. *(Hold up a virtual pet)*

Well I just got back
From New Z-land
And I brought with me
This rubber band. (*Hold up a bicycle inner tube*)

Well, I just got back
From Azerbaijan
And I brought with me
A monkey named Stan.
(Hold up a monkey puppet, or substitute any other animal puppet you'd like. Just remember the name is Stan or Jan for the rhyme.)

(Use the puppet's voice for the last verse.)

Well, I just got back
From Katmandu
And I brought with me
Some nuts like you!

(*Annoyed*) Stan/Jan! I told you on the way over here we were not going to make rude remarks to these students. Class, I'm just really embarrassed about that. I'll have to ask you to excuse Stan's bad manners; it must be jet lag.

To tell you the truth, I'm pretty jet lagged, too, but before I go over to the public library to check my e-mail and my snail mail, I've got some flyers to leave for you. (*Take flyers out of your bag and have the teacher pass them out.*) I hope you'll take them home to show your folks. They tell all about the programs we're planning at the library for this summer and how you can join in the fun. Our slogan is Go Global: Read! So you can imagine that after my whirlwind trip around the world, I'm pretty excited about having lots of kids come over to the library this summer to hear more about it. There'll be lots of stories and games and music and crafts—really great stuff that comes from all over this world of ours. Hope to see you soon. It's going to be a terrific summer.

Anansi in the Classroom (A Presentation)

Bring a spider puppet along with you to help you introduce the trickster Anansi and the Go Global theme.

Use the story "Why Anansi Owns Every Story" from *Trickster Tales: Forty Folk Stories from around the World* by Josepha Sherman (August House, 1996). In this tale from West Africa, Anansi the Spider goes to Nyame the Sky God and asks to buy all the stories. Nyame tells him he must return with three things: Mmoboro (hornets), Onini (the python), and Osebo (the leopard). Anansi succeeds by tricking the hornets, python, and leopard and, thus, comes to own all the stories.

After telling the story, show a world map or globe pointing out that this summer's programs will feature stories from around the globe. Point out West Africa as the source of today's story. Invite the audience to share in "all the stories" with Anansi during the Go Global summer activities at the library. (Use the spider puppet as a mascot throughout the summer and as a vehicle for introducing each storytime. You also will want a globe or world map on prominent display at each storytime.)

In the classroom presentation, you also can show another version of the Anansi tale: the picture book *A Story, A Story* by Gail Haley (Atheneum, 1970). It is enriched by inclusion of African language. Booktalk some other titles before handing out informational flyers to take home. Among the many possibilities are *The Great Multicultural Pattern Book* by Dan Grossmann (Good Apple, 1993) with its simple graphics and *Children Just Like Me* by Barnabas and Anabel Kindersley (Dorling Kindersley, 1995) with its wealth of details and illustrations of children from many lands in modern dress.

Present the teacher with a Go Global: Read! poster for the classroom and a Go Global: Read! button before you leave.

Sample Materials

Several sample materials to use in promoting your program are provided in the following pages. Adapt them to match your program plans.

Sample 30-second Public Service Announcement (PSA)

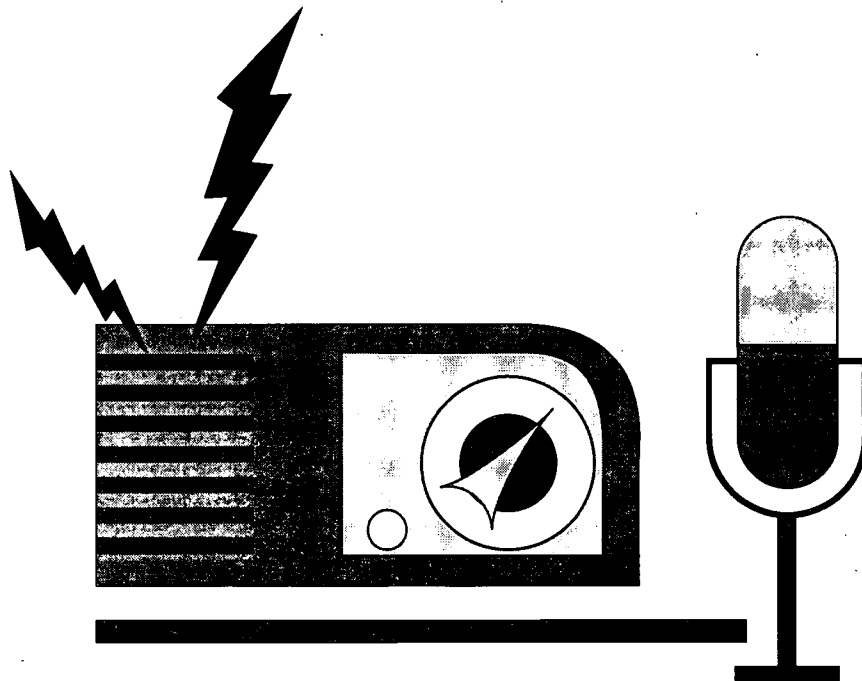
Kids, feel the need to get away from it all? To see new faces and new places? To explore other parts of the world? You can do it all at the _____ Public Library. This summer the library's slogan is "Go Global: Read!" and programs are planned for ___ fun-packed weeks.

Yes, if you are between the ages of ___ and ___, all you need to do is stop in at the library on ___ day, June ___, and register to join in the Go Global fun.

Go Global by listening to folktales from around the world. Go Global by reading stories that take place in other lands. Go Global by visiting exciting Internet sites. Go Global by coming to see special performers who will take your imaginations around the world with music, jokes, magic, and more. Your parents can Go Global, too.

Make your reading count toward a gigantic pizza party at the end of the program. If the combined total hours spent reading by all Go Global readers in (community name) reach the grand goal of ___ hours, (restaurant or restaurants names) have agreed to provide pizzas for one and all. Since we can't really Go Global to Italy, we can at least celebrate everyone's favorite Italian food!!!

Remember to register on _____. For more information call (phone number).



Sample News Release

The _____ Public Library is happy to announce its 1999 summer library program theme: Go Global: Read! Exciting free activities with a worldwide spin will be offered for children ages ____ through _____. There will be ____ weeks of story times and crafts for children entering kindergarten through third grades. A series of ____ Wednesday Lunch Bunch gatherings will be scheduled for children going into 4th, 5th, and 6th grades; these will feature sample readings from new books, displays of circulating videos, and at least one visit from an author of children's books. For the first time, this summer's library program features volunteer opportunities for teens. They will be able to serve as crafts assistants for younger children and will have the chance to review and recommend books for their own age group. Call youth services librarian (name) for further details about this new activity for teens and for additional information about the entire program.

Families will be invited to attend (number) shows by special guest performers. (Insert names and dates and times.) (Insert sponsor names) have generously underwritten the costs of these performances.

The statewide Summer Library Program is sponsored annually by the Wisconsin Department of Public Instruction. It is designed to encourage children to read for pleasure and to explore all the resources available at their public library. As they enjoy books and other library materials, they can maintain or improve their reading skills and build lifelong interests. Last summer's program drew ____ participants, and library director (name) predicts that number will grow even larger this year.

Call (phone number) or stop in at the library (street address) for full information. The library building is handicapped accessible. With three weeks' advance notice, arrangements for sign language interpretation can be made.

Sample Flyer for Parents

Your Family is Invited to Go Global This Summer! Share Stories, Read Interesting Books, and Explore the Public Library

As a parent, your involvement with your children's activities makes all the difference in whether they get the most pleasure and benefit from summer programs. Here are some ideas to help you make this summer's library program a real joy.

HELP YOUR CHILD SET A REALISTIC READING GOAL for the summer. Try to encourage a goal that will challenge the child, but not one so ambitious that reading becomes a chore.

ESTABLISH A REGULAR TIME FOR READING in your home for *all* members of the family.

ENCOURAGE YOUR CHILD TO SHARE FAVORITE STORIES WITH YOU by reading aloud or by telling the story while looking at a picture book.

SHARE YOUR OWN FAVORITE STORIES by reading aloud or retelling in your own words—no matter the age of your child.

READ YOURSELF and let your child know how much you enjoy it. Set an excellent example for your child!

APPRECIATE ALL BOOKS YOUR CHILD SELECTS no matter the level of difficulty. Summer is a time for fun and emphasizing how pleasurable reading can be.

HELP YOUR CHILD ATTEND LIBRARY PROGRAMS by arranging carpools with parents of your child's friends or rearranging your own schedule if possible.

TALK TO THE LIBRARIANS in charge of the summer program and let them know the things you like best and the things your child most enjoyed.

KEEP VISITING THE PUBLIC LIBRARY all year long to find books for pleasure, books for information, magazines on many subjects, video and audio recordings, and Internet access. There's something at the library for everyone in your family!

(On library letterhead)

Sample Letter to Parents

(Insert date)

Dear Parent:

Vacation will soon be here! Whether or not you are planning a family trip this summer, your children have the opportunity to “travel” to many places around the world by joining in the summer library program at the _____ Public Library. This year marks the ____th year the library has offered special summer activities. Its 1999 slogan is Go Global: Read!

Children who participate in summer reading programs maintain their reading skills better than those who do not—and reading is an essential skill for success in school and in life. The Go Global: Read! library activities offer a reading program with weekly activities that are designed to encourage reading for pleasure in a nonacademic setting.

For preschool children, the _____ Public Library’s summer activities provide an excellent foundation for getting acquainted with the fun of language through sampling the stories in picture books, learning rhymes, and participating in games. Their sense of enjoyment will serve them well as they begin to learn to read.

You can help make your children successful readers by being a reader yourself. If you show that reading is an important source of pleasure and information for you, it is likely your child will view reading in the same way. Read *to* your children no matter what their ages. Sharing the pleasures of favorite stories help build positive family relationships.

For complete information about the Go Global: Read! summer program, please call (phone number) or stop in at the library (street address). Thank you for being a partner in motivating your children to become successful readers.

Sincerely,

(Your name/title)

Evaluating

A critical element in the development of an excellent summer library program is evaluation and then using the evaluation to your benefit. The following lists are adapted from *Ticket to Read*, the 1994 summer reading program manual of the Massachusetts Regional Library Systems. Evaluation is useful for

- comparing the success of one year's program with another;
- gathering data to support your need for an increased or maintained budget;
- identifying portions of your community where additional publicity about the program is needed; and
- assessing both strengths and weaknesses in order to better plan for the next year.

Consider some of the following questions.

- Did the program meet the goals and expectations you had identified?
- How many children registered?
- How many children reached their individual reading goal or a goal the library had established?
- How many children attended storytimes and special events?
- What do circulation figures indicate?
- Was your budget adequate? If not, what figures can you use to justify asking for additional funds next year?
- Did methods of publicity and promotion work as well as you hoped?
- Did staff and volunteers work smoothly together to plan and implement the program? If not, what changes should be made?

For expert guidance in evaluating this and other programs, review *Output Measures for Public Library Service to Children: A Manual of Standardized Procedures* and *Output Measures and More: Planning and Evaluating Public Library Services for Young Adults*, both by Virginia Walters and published by the American Library Association in 1992 and 1995 respectively. One of Walters' suggestions is to include a survey of program participants. The sample on the next page is adapted from her 1992 book.

Remember to disseminate the results of your evaluation to

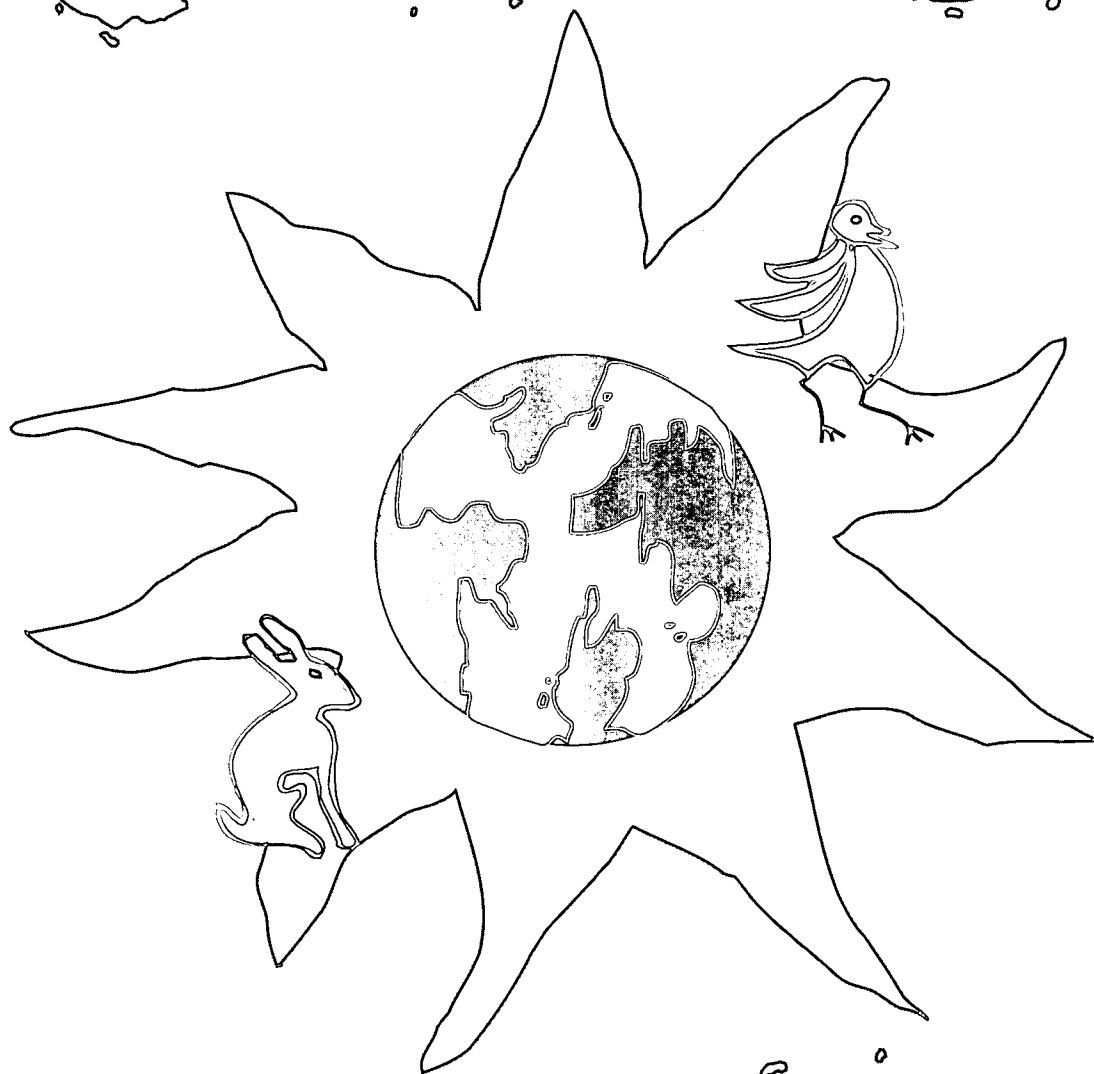
- the library director, trustees, and Friends of the Library organization;
- your community's school principals and other educators;
- members of your city government; and
- the general public.

(Add your library's name here)

Summer Library Program Evaluation by Readers and their Parents

1. How old are you?
2. Are you a boy or a girl? (Circle the right answer)
3. In addition to library activities, what other summer activities did you take part in? (Mark each one)
 - Summer school
 - Family vacation
 - Swimming lessons
 - Music lessons
 - Camp (What kind?)
 - Other (Please explain)
4. How did you hear about the Go Global: Read! program at the library?
 - Parents
 - Teachers
 - Librarian (During a classroom visit? During a trip to the library?)
 - Sister or brother
 - Friend
 - Radio
 - Television
 - Other (Please explain)
5. What parts of the library program did you take part in? Draw a happy face beside the ones you liked best.
 - Storytimes
 - Special guests and performers
 - Lunch bunch
 - My family reading together
 - Trips
 - Games and puzzles
 - End-of-program celebration
6. Did you like the Go Global: Read! theme? _____
Would you have participated regardless of the theme?
7. You and your parents are invited to write additional comments and suggestions on the back of this sheet. Thank you very much for helping the library plan for more programs in the future.

CHAPTER



TWO

BEST COPY AVAILABLE

Decorating and Display Ideas

As you begin to plan your decorating scheme for the Go Global: Read! summer, fill your imagination with a myriad of exotic images and visualize contemporary and historic sites from around the world, places you have visited or have dreamed of visiting. Think of ways the brilliant colors in Brenda Baker's dramatic Go Global: Read! poster can be incorporated. Use the poster-based clip art elements in chapter 4 as you create your own posters, flyers, and banners for use inside and outside the library. If you have access to electronic typefaces, you may want to use the Fajita font seen on the poster. Adapt the poster borders to frame library windows, doorways, and desks.

The imagining you do will help you decide the atmosphere you want to create in your library. You may decide to seek posters and brochures from local travel agencies. You may choose to work closely with art teachers in middle and high schools so that spring classroom projects can be used in the public library. Murals and mobiles, fantasy maps, unusual flora and fauna, clothing reflecting ethnic roots, inventive means of travel, and collages of portrait photos from around the globe (clipped from magazines and newspapers) are just a few suggestions you might discuss.

Examine all the places in your library building where decorative elements can be placed. Don't neglect the tops of card catalogs, windows, window sills, stairwells, elevator walls, entryway bulletin boards, adult service desks, meeting rooms, and exhibit cases. Begin at least some of your decorating to coincide with spring library visits by classroom groups. When you go to schools to promote your summer activities, take along posters for classrooms and media centers. Place them, too, on bulletin boards in local shopping centers, grocery stores, bookstores, children's clothing stores, and gift shops.

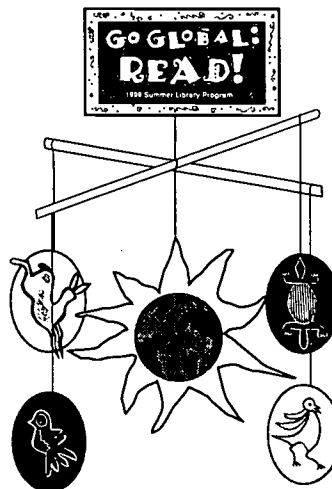
Decorating Sampler

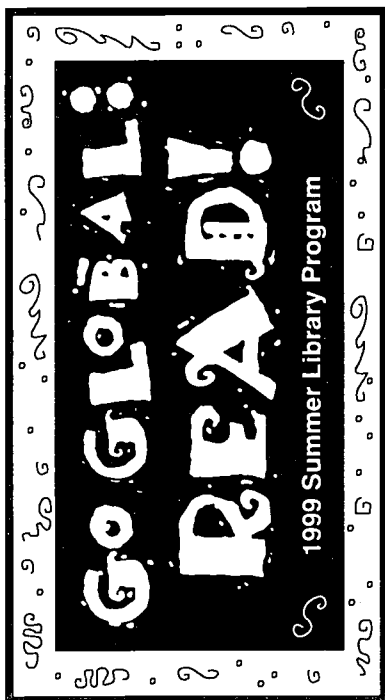
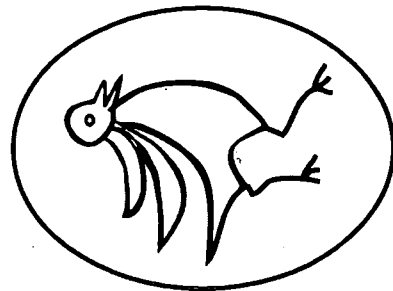
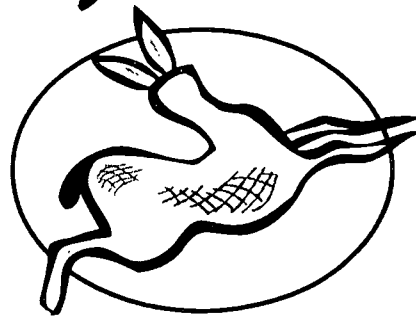
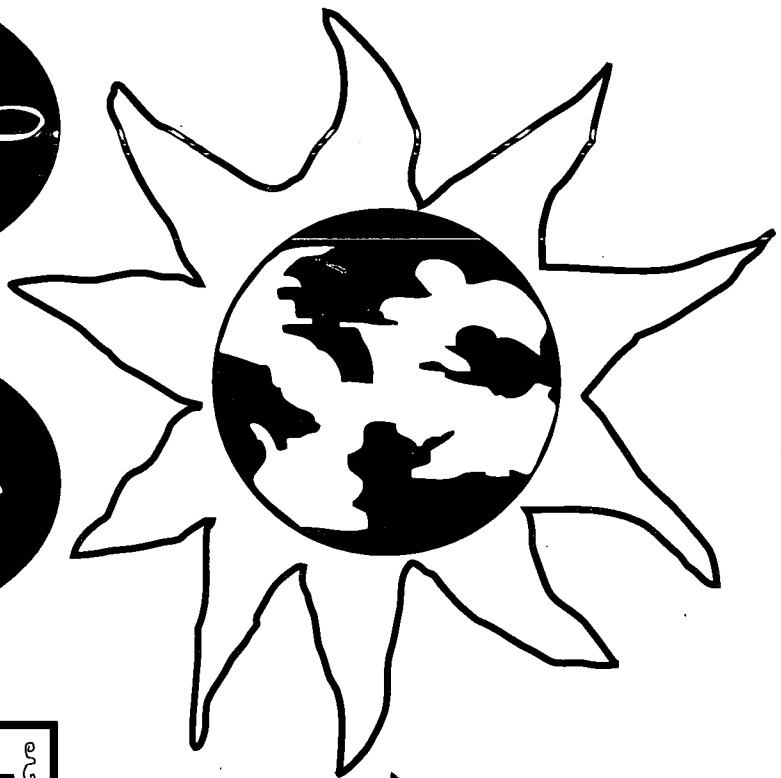
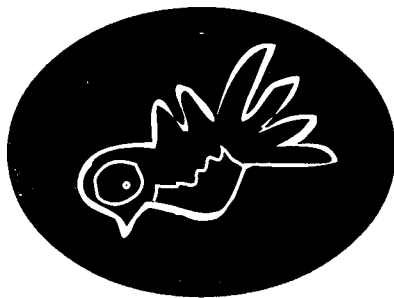
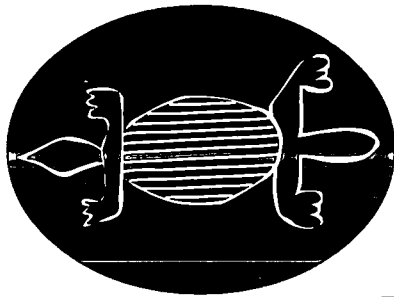
Use the mobile elements on the next page to create mobiles in advance of your programs or use them as a summertime craft project for older children. Colored brightly, they can be eye-catchers in the library or in children's homes.

Use the enlarging and reducing functions of your photocopy machine to adapt clip art and coloring pages from chapter 4 and have children color them. Place the pictures on the ends of book stacks and as a frieze along a wall. Temporarily, use crafts from chapter 3 as part of the decorating scheme for a week or two before the children take them home.

The global theme can be addressed in many ways. Depending on the talents and available time at your library, decorating can be a staff project or can be carried out by volunteers. Consider some of the following motifs and adapt them to your library's available space and its configuration.

- Airplanes and blimps
- Animals associated with different parts of the world
- Compasses
- Dolls dressed in national or regional costume
- Ethnic costumes and fabrics
- Ethnic foods
- Examples of crafts from different cultures
- Fantasy vehicles
- Globes, old and new
- Hot air balloons
- Magic carpets
- Musical instruments from a variety of cultures
- Navigation charts
- Passports and tickets
- Rainbows illuminating the Earth
- Sailing ships





- Steamships and hydrofoils and other watercraft
- Walking sticks and hiking boots
- World maps, old and new
- Use a large appliance carton to create an adventuresome hot air balloon as shown in the accompanying illustration.

• Flags from many countries can be used in many ways. *Best Rainy Day Book Ever* by Richard Scarry (Random, 1983; abridged edition) offers reproducible flag patterns for a variety of countries and shows how to create a line of them to hang across a wall or ceiling. If you are planning to concentrate on a different country each week during the summer, display a copy of its flag prominently.

• Create a colorful rainbow of hand prints as a wall hanging (cotton or canvas) or directly on the wall as a permanent decorative feature. Lightly draw guidelines for the shape of the rainbow. Use tempera or acrylic paint. Have a pan for each color and a pan of water for rinsing; supply plenty of paper towels. Protect the floor with a drop cloth. Using a paintbrush, let each child paint the palm of one hand with one color then make a hand print on the fabric or wall.

Start with red, then use orange, yellow, green, blue, and purple. Overlapping is fine; it adds color and creativity to the process and the finished product.

• Set up an Arctic corner so that you can use the wall to make the area three dimensional. Cover a small dome tent with a polyester quilt batt so that young readers can curl up with a good book inside the "igloo." Cover the walls of the corner with dark blue paper, draw the northern lights using colored chalk, and add white paper on the floor to represent snow. Make snow drifts by putting white felt over crumpled newspaper. Invite older children to research the wide variety of descriptive words for snow used in Inuit and Inupiat languages. The November 1985 issue of *Cobblestone* magazine has additional ideas.

• Use the handsome "Everybody's Ethnic" posters sold by Upstart or the attractive "Cultural Rainbow: An American Alphabet" posters sold by Demco; see chapter 6 for contact information.

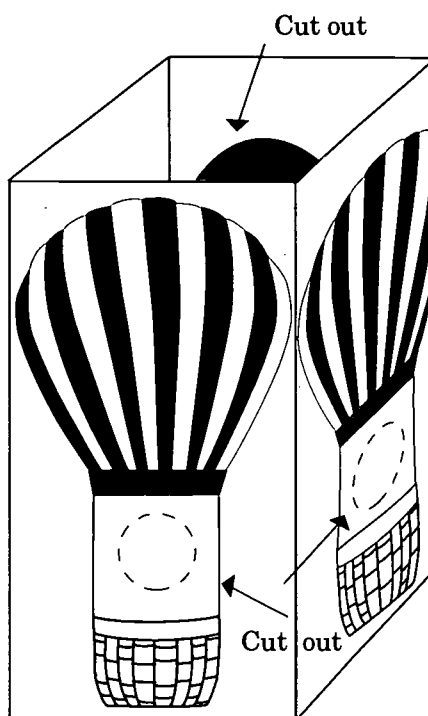
• Suspend model airplanes and rockets and lighter-than-air craft from your ceiling.

• Cover a section of wall with postcards from interesting places. These can be "used" cards you and other staff members and friends have received. In addition, children can be encouraged to send a postcard to the library when they go on vacation whether they go to another Wisconsin town, another state, or another country—we're all on this globe together! You may choose to provide large cards using the pattern in chapter 4. Provide self-sticking labels pre-addressed to the library and provide stamps, too, if your budget allows.

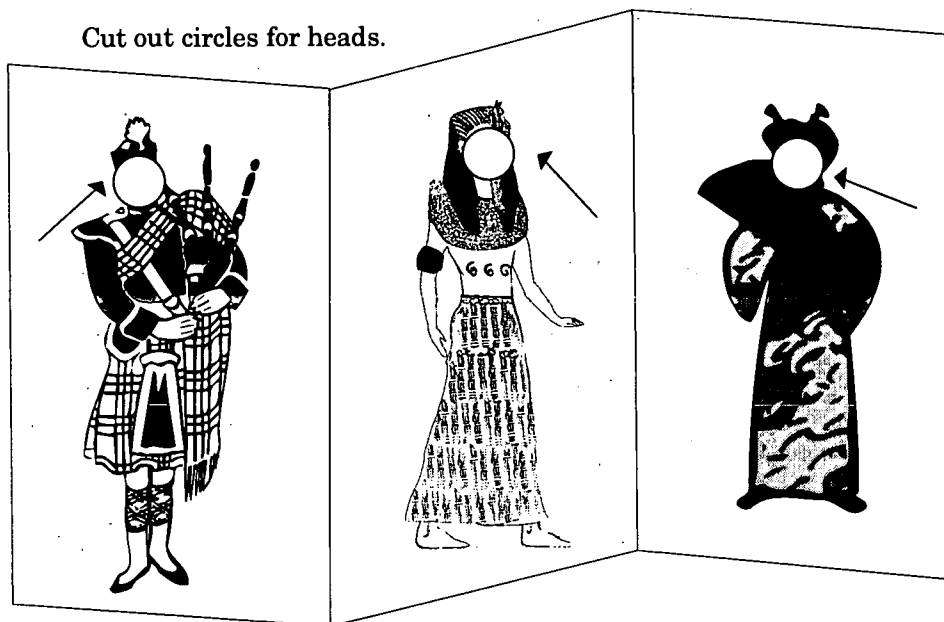
• Display foreign stamps, coins, and currency in a locked exhibit case; label them clearly.

• Cut out pictures of common things—shoes, hats, bread, milk, dogs, cats, horses, cows, and cars for example—and label them with their names in foreign languages.

• Cut off one side of a large appliance carton and create a three-panel screen. Cover the panels with plain brown paper, if necessary, to cover printing and logos. On each panel draw a costumed figure as shown in the accompanying illustration. Research on authentic costumes could be a project for older children or adult volunteers. You may wish to emphasize nationalities strongly represented in your community.



Cut out circles for heads.



The following suggestions were inspired by and adapted from *Read the World Over*, the 1995 New York State Summer Reading Program:

- Label the walls of the storytime room or children's area North, South, East, and West. Use colored plastic tape to create a compass rose on the floor where it can be easily seen but won't be in a heavy traffic pattern.
- Construct an easily recognizable three-dimensional structure—such as London's Tower Bridge or Paris' L'Arc de Triomphe or China's Great Wall or an airport metal detector—for the children to cross over or under as they enter the children's area.
- From a structural column (or a temporary pole) hang arrow-shaped signs telling how many miles or kilometers there are from your community to cities around the globe and point the arrows in the appropriate direction. (Get distance estimates from an almanac or world atlas.)
- Invite a local doll collector to display dolls from around the world in a locked exhibit case.
- Paint intricate designs on a rectangular piece of canvas. Suspend this magic carpet from the ceiling.
- Make a hot air balloon from a beach ball in a net from which a basket is suspended. Fill the basket with book jackets of travel books, ethnic dolls, and dolls or puppets representing characters such as Madeline, Babar, Pippi Longstocking, and Paddington Bear.
- Set up an area where children can listen to foreign language tapes. Provide foreign language dictionaries, musical recordings, and lists of appropriate Internet sites.
- Invite the community to help create a paper collage on a large bulletin board. Ask for materials such as luggage tags, train schedules, boarding passes, menus from restaurants abroad, hotel coasters, postcards, stamps, tour itineraries, and shipboard activity schedules.
- Use an old steamer trunk or large sturdy suitcase to hold books for display. These might be used books that are for sale or books that can be checked out.
- Affix a light-weight inflatable globe to a large open book (one that is due to be discarded); label it *The Whole World in a Book!*
- Display authentic (and sturdy) clothing, hats, and shoes from various countries. Let children try them on; provide a mirror of course! Work with community groups to find these items and be sure that donors understand the items will be handled repeatedly.

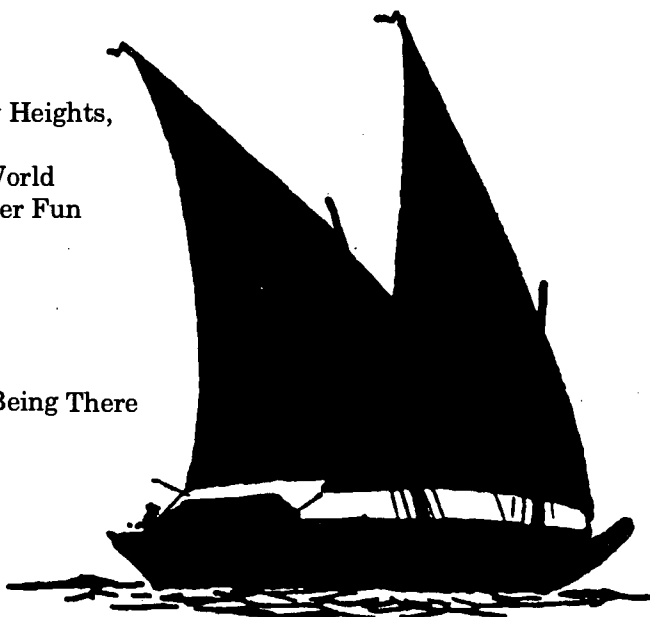
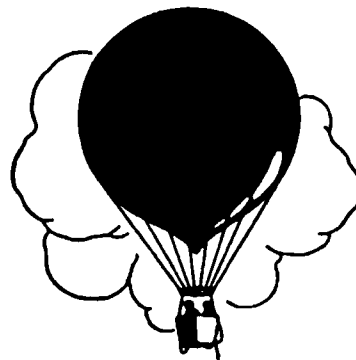
Bulletin Board and Book Displays

As you read these suggested captions and slogans, imagine how different ones can be used to call attention to displays of recommended books and other circulating materials, announce special programs and performers, and keep everyone informed about program activities. Many slogans are suitable for book displays aimed at family travel or intergenerational read-aloud favorites. Such displays can be placed in adult and young adult areas of the library as well as in the children's room.

- Around the World in 80 Books (or 8 or 18)
- Be Worldly Wise: Read
- Beyond Familiar Horizons
- Books are Out of This World
- Books Build Bridges
- Books Take You Everywhere
- Books: Passports of the Imagination
- Books: Tickets to Adventure
- Books: Windows on the World
- Booktreks
- A Circle of Friends
- Coast to Coast, Books are the Most
- Every Book a Voyage
- Familiar Faces, Faraway Places
- Follow a Rainbow of Roads
- Friends from around the World
- Going Places? Read
- Hand in Hand around the Globe
- Homes Away from Home
- It's a Small World
- Kaleidoscope of Cultures
- Let Your Imagination Soar to New Heights,

New Sites

- Open Your Eyes and Ears to the World
- Other Places, Other Children, Other Fun
- Our Earth, Our Home
- Passport to Reading
- Reach around the Globe: Read
- Reach the World This Summer
- Read 'round the World
- Read: It's the Next Best Thing to Being There
- Read: The World's within Reach
- Readers of the World Unite!
- Sightseeing from Your Armchair
- Summertime Treks
- The Wide, Wide Wonderful World
- Ticket to Read
- Touring to Make New Friends
- Travel the World from Cover to Cover
- Travel to Places Old and New
- World Class Readers: Expand into the World
- World Class Readers: Explore Inner Space
- Worlds of Reading—Worlds of Fun
- Worlds within Reach
- Your Library Card: A Ticket to Read!



Reading Progress Displays

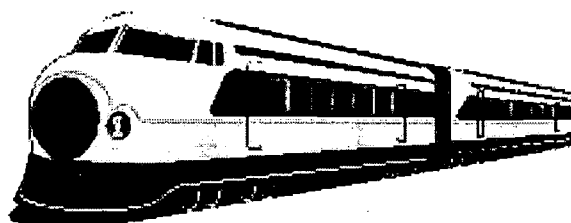
Whether participants in your library's program keep track of the number of books they read, the number of pages, or the number of minutes, they can be part of creating a combined record of group progress. Some libraries also count time spent listening to recordings and exploring Internet sites. Try one of the measuring concepts described here to show the increase in activity throughout the summer. Displays can be placed on a bulletin board, on a wall, or in a large window. Many libraries tie this type of record-keeping to the awarding of a special prize for the entire group rather than giving prizes to individuals.

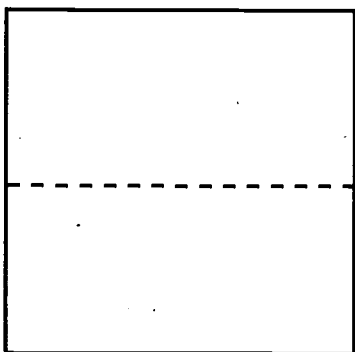
Most of the displays suggested can be modified to simply show the number of children who sign up to participate. Out of concern for privacy and child safety, you are cautioned against displaying full names of participants in any place where they could be read by persons who are not library staff members.

- Mount a large black and white outline world map on the wall. As children (or families) complete a book that takes place on a specific continent, let them put a colorful self-stick dot on that continent. Watch the outlines fill in as the summer progresses. You may wish to add a space where dots can be placed for books that take place on more than one continent.
- On a large globe let participants add a self-stick dot at the equator for every hour they have read. See how many times the group encircles the globe by the end of summer.
- "Going Global Tour Tickets" can be used as a heading under which children can affix a ticket for each book or hour read.

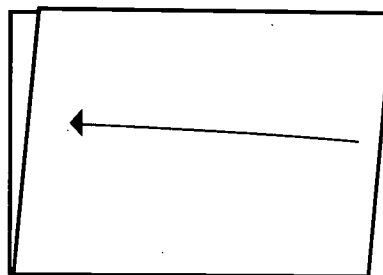


- Under the heading "Going Global" let children place cut-out footprints as the enumerating device. Or use the heading "Hands around the World" with handprints as the device.
- Use simple ship and/or airplane cut-outs to indicate reading progress across a blue background.
- Use origami cherry blossoms as the enumerators on brown construction paper branches placed on a sky blue background. Instructions for making the blossoms are given on the next page. They can be prepared by volunteers in advance of the summer's activities. Use crisp pink, white, and red paper. Fasten each blossom to a branch with a pin or tack.

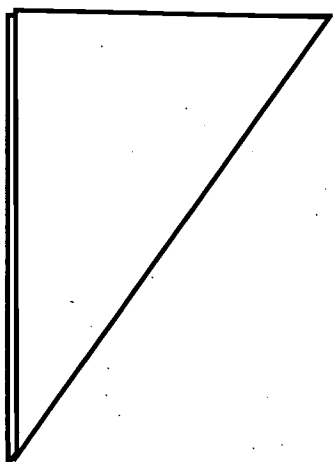




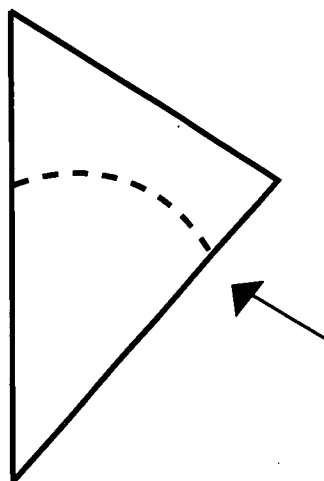
Step 1. Fold a square piece of paper in half by bringing the left edge to the right edge.



Step 2. Fold in half again by bringing the bottom edge to the top edge.

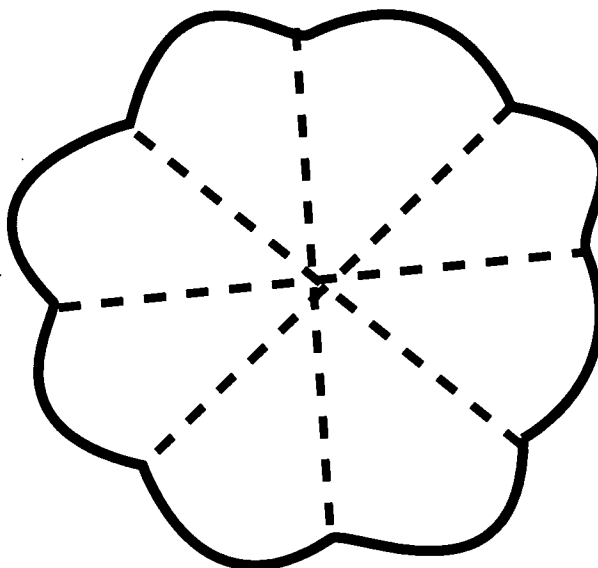


Step 3. Fold the bottom left corner to the top right corner.



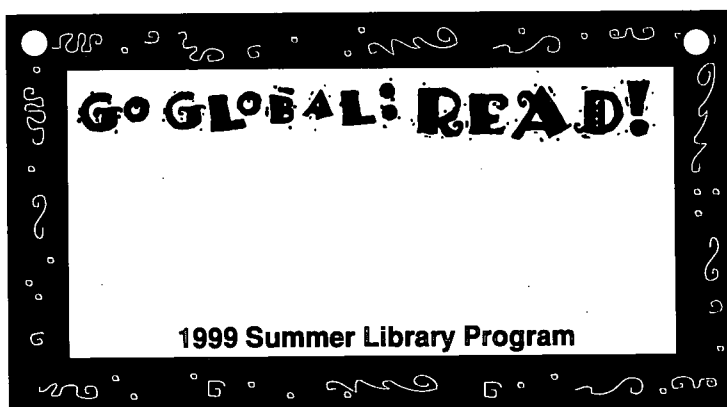
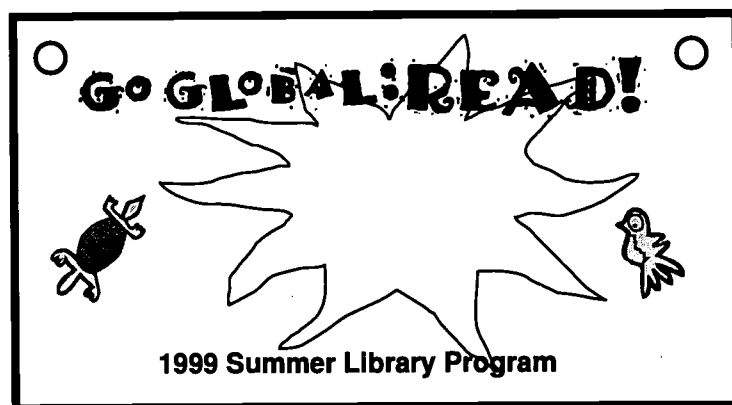
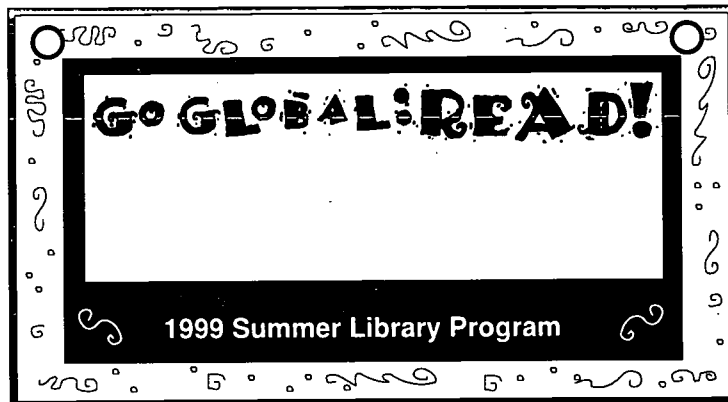
Step 4. Make a rounded cut at the top, as shown.

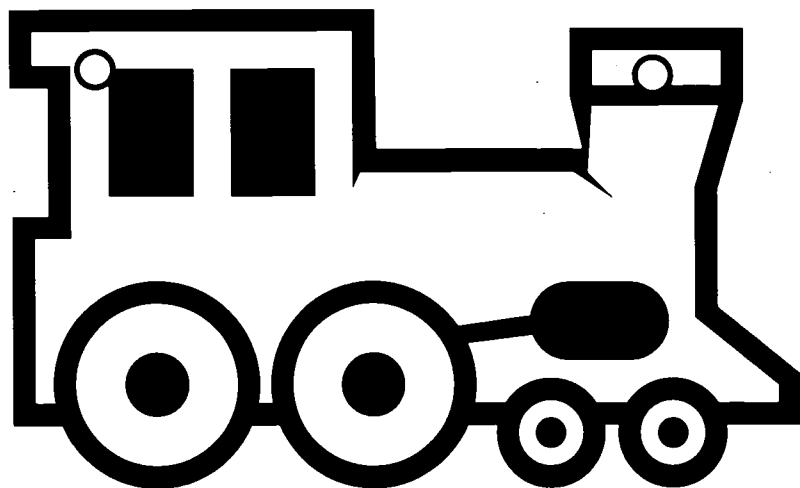
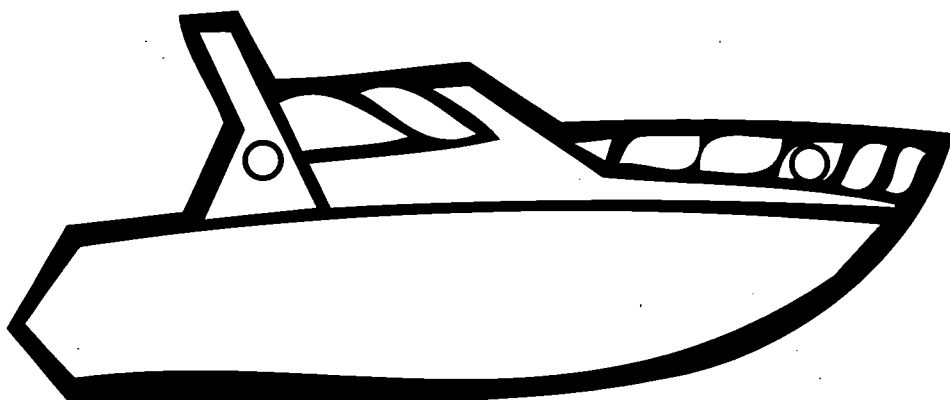
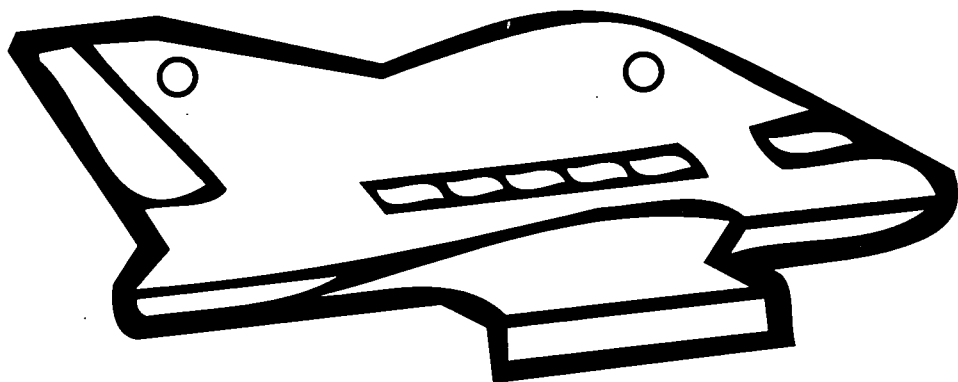
Step 5. Then open the blossom.

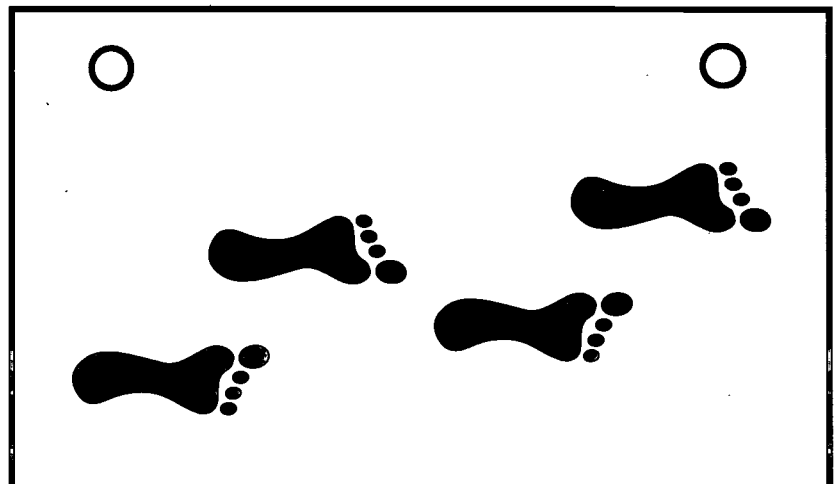
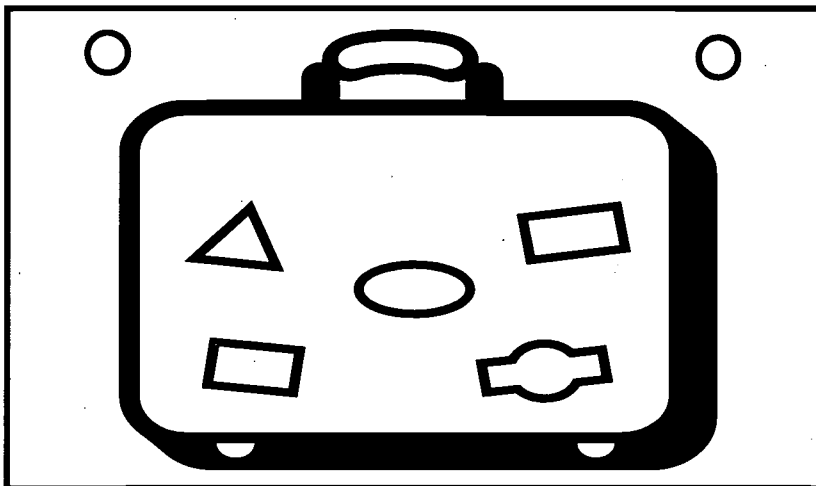
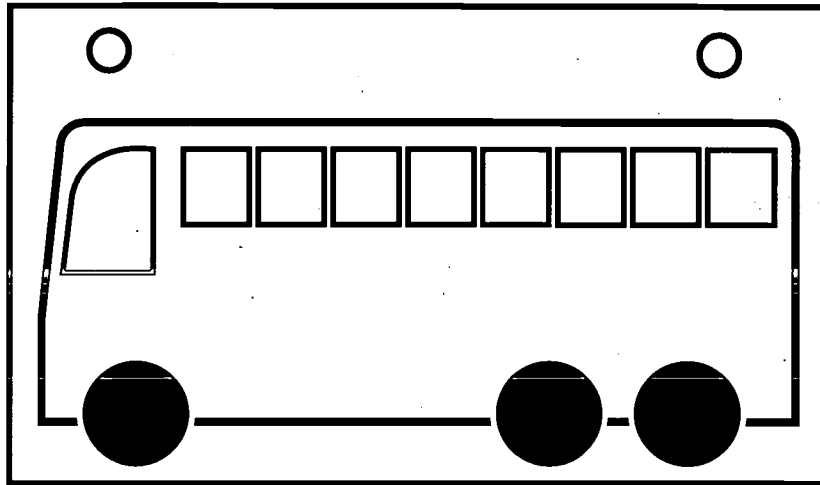


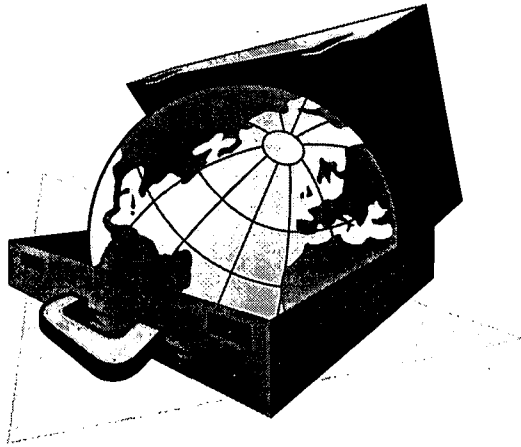
Name Tag Designs

Choose one or more of the patterns shown on the following pages to produce name tags for children to wear so that storytellers will know the names of young audience members. Reproduce and cut out the patterns. The easiest way for children to wear name tags is to hang them around their necks. Punch holes and thread yarn or craft lace through the holes to make a necklace. Use volunteers to help with preparations. Have the children color the tags.

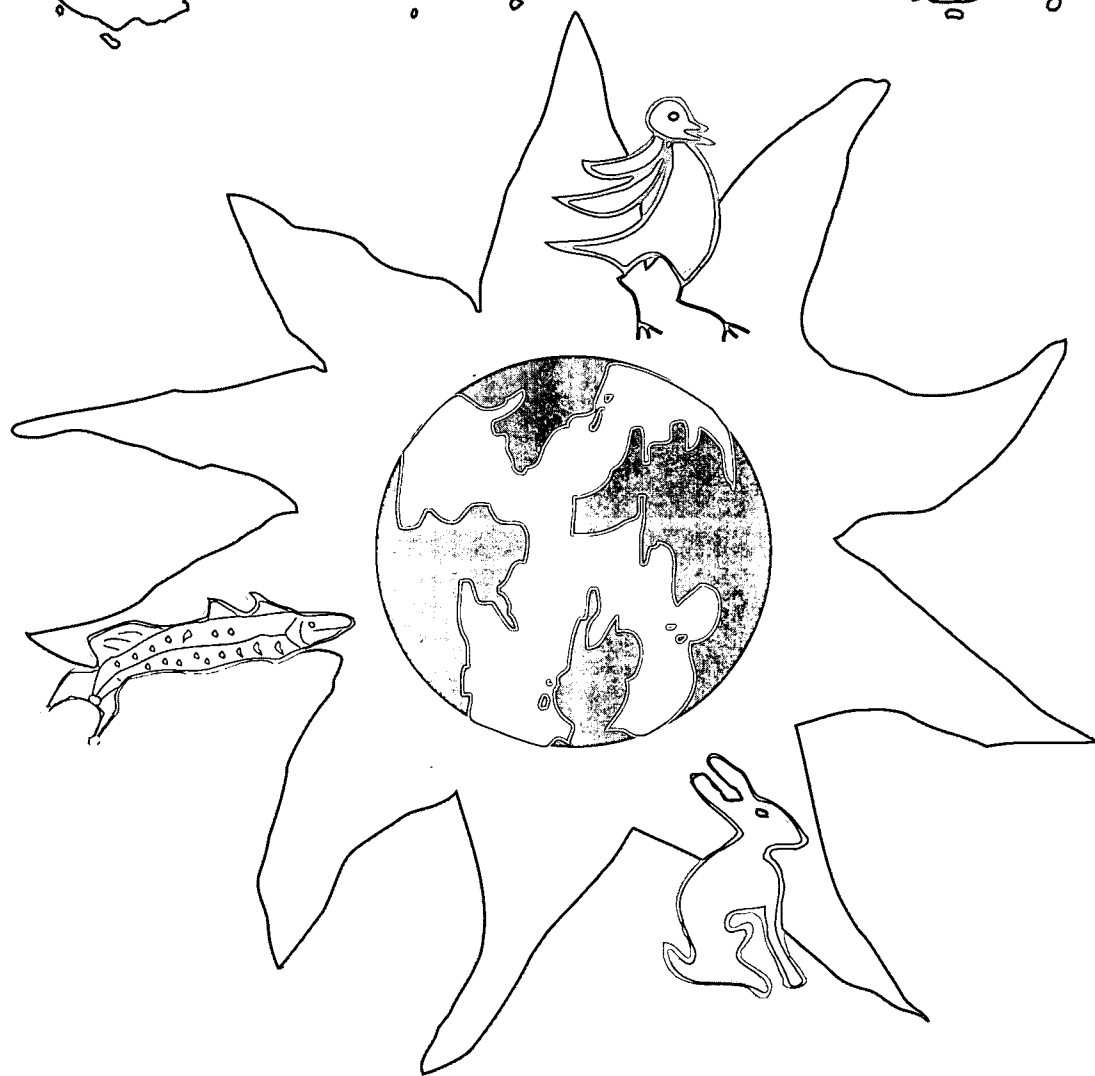








CHAPTER



THREE

Introduction

This chapter will help you establish a Going Global itinerary! Use the ideas contributed by colleagues from around the state to plan a successful “trip” for your library users this summer.

You will find helpful suggestions for resource materials, Internet possibilities, poetry and stories, and storytimes, plus descriptions of activities, games, and crafts. All are related to the Go Global theme. As you read the chapter, horizons will expand and your own appreciation of the wide, wide world will be enhanced.

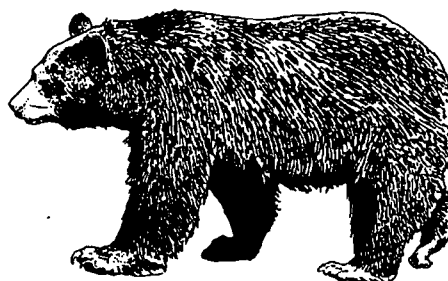
Use the poem that follows to help set the mood. Share it in classroom visits, in newsletters, and in meetings with adults as well as youngsters. Remember to give appropriate credit to the creative librarian and poet who kindly contributed these verses to the 1999 Summer Library Program manual.

Go Global: Read!

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Germantown, Wisconsin. Used with the author's permission

I am mobile, I am global, I am always on the look
For something new and different, and
I travel by the book.

Got my passport, ready to fly,
See the world from way up high.
It's green, brown, small, and grand.
Celebrate the Earth, and Land.

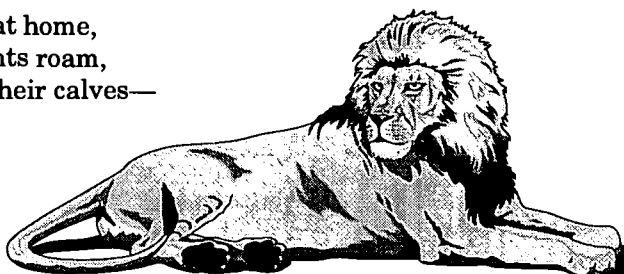


(Repeat the above verse where indicated.)

Upon the frozen tundra, not a tree in sight,
With polar bears and arctic hares at home in frozen white,
I'll wear a parka and snowshoes on my feet.
But the best part, that makes the trip complete:
I'll never go to bed in the land of midnight sun,
“Just wait till it is dark,” is what I'll tell my mom.

(Repeat the verse.)

On the savanna, where the lions are at home,
Where zebras and hippos and elephants roam,
Watching, protecting their cubs and their calves—
What do you call a baby giraffe?
See that vulture circling its prey;
Stay away from that bird
And follow the herd.



(Repeat the verse.)

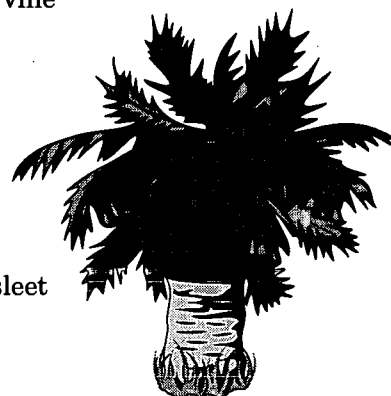
On a cone-shaped mountain with a hole on the top
It's smoking—that's not healthy—tell it to stop!
Wait! The ground is shaking,
There's an oven down there baking.
It's an active volcano and the lava's getting close.
Got to get out of here, before I am toast!

(Repeat the verse.)

In a rain forest jungle where monkeys swing from vine to vine
 And exotic butterflies glow in the dark and shine—
 This is the home of our oxygen supply.
 Got to preserve it, can't let it die.
 So walk carefully in this fragile forest clime
 And don't upset the balance—Oops! I stepped in slime!

(Repeat the verse.)

Where the trees look different and there's never snow or sleet
 Life is mostly barefoot, with sand beneath my feet.
 The ocean waves a welcome and tosses me a shell.
 I run out to greet her and she tosses me as well.
 I don't mind; it's hot, I'm wet. This is fun, I grinned;
 I pay a sand dollar and ride waves like the wind.



(Repeat the verse, concluding with the following additional words.) Your land, my land,
 our lands.

Resource Books and Magazines

Your colleagues have suggested the following resources as being helpful when planning Go Global activities. As with all information in this manual, be sure you are comfortable transmitting information about other cultures; double check for authenticity whenever you may have doubts. In addition to the works cited in this list, look for additional helpful suggestions within the program descriptions and bibliographies that are part of this chapter.

Not surprisingly, the work most often cited as an essential resource was the two-volume bibliography created by the staff of the Cooperative Children's Book Center at the University of Wisconsin-Madison. *Multicultural Literature for Children and Young Adults, Volume One*. 3rd ed. (University of Wisconsin-Madison and Wisconsin Department of Public Instruction, 1991) covers books published between 1980 and 1990. *Volume Two* (University of Wisconsin-Madison and Wisconsin Department of Public Instruction, 1997) covers the period 1991 through 1996. Both volumes provide cogent and concise annotations for books recommended for toddlers through teens. Fiction and nonfiction, picture books, folktales, poetry, and much more are included.

Additional useful resources are listed here.

General

Abbott, Marti. *Celebrating our Diversity*. Fearon, 1993

This resource describes using multicultural literature to promote culture awareness and is aimed at teachers in grades K-2.

Allen, Judy. *Cultural Awareness for Children*. Addison, 1992

Information and activities for children are related to varied cultures including African, American Indian, Chinese, Japanese, Korean, Mexican, Thai, and Southeast Asian. Covered are homes, clothing, food, decorative art, language, nature and science, music and dance, games and celebrations.

Barrera, Rosalinda, et al. *Kaleidoscope: A Multicultural Booklist for Grades K-8*. National Council of Teachers of English, 1997

Recommended literature from African, Asian, and Hispanic American cultures is described.

Brigham Young University. *Culturgrams: the Nations around Us*. Garret Park, 1996

Manners and customs are examined; volume one - Americas and Europe, volume two - Africa, Asia, Oceania.

Carroll, Jeri, and Dennis Kear. *Multicultural Guide to Thematic Units for Young Children*. Good Apple, 1993

Activities for preschool - grade 2 classrooms are described in this resource book.

Cech, Maureen. *Globalchild: Multicultural Resources for Young Children*. Addison, 1991
The focus is on creating multicultural experiences for children. Themes include harvest, masquerade, festivals of lights, new year, and spring. Activities, foods, music, costumes, stories, and more are included from many cultures.

Garrrity, Linda. *Gingerbread Guide*. Scott, 1987

Suggestions are given for using folktales with children ages 3 to 8.

Goss, Linda, and Marian Barnes. *Talk That Talk: An Anthology of African-American Storytelling*. Simon & Schuster, 1989

This is a comprehensive collection of stories from both history and contemporary life and includes raps and rhymes, humor, and ghost stories.

Gust, John, and J. Meghan McChesney. *Learning about Cultures: Literature, Celebrations, Games, and Art Activities*. Teaching & Learning, 1995

Stories, patterns, games, and art activities suitable for children in grades 3-6 are provided for these cultures: African American, Arabic, Chinese, Japanese, Jewish, Korean, Mexican, and Native American.

Helbig, Alethea, and Agnes Perkins. *This Land is Our Land: A Guide to Multicultural Literature for Children and Young Adults*. Greenwood, 1994

The fiction, poetry, and oral traditions of diverse United States minority groups are described.

Irving, Jan. *Full Speed Ahead! Teacher Ideas*, 1988

Stories, fingerplays, and other activities related to travel and transportation are included.

Irving, Jan. *Straw Into Gold: Books and Activities About Folktales*. Teacher Ideas, 1993

Activities for these stories are given: "Gingerbread Boy," "Three Little Pigs," "Three Bears," "Frog Prince," "Cinderella," "Little Red Riding Hood," "Jack and the Beanstalk," and "Stone Soup."

Kidstuff. Vol. 3, no. 2, 1984

This issue is called "All the World Over."

The Mailbox: The Idea Magazine for Teachers (Primary). August/September 1995

A major segment of this issue deals with international games. Most are suitable for a Go Global Game Day.

Mallett, Jerry, and Keith Polette. *World Folktales: A Multicultural Approach to Whole Language*. Alleyside, 1994

Available in three grade ranges (K-2, 3-5, and 6-8), each book contains folktales from Hispanic, African American, Jewish, Middle Eastern, Native American, Oriental, Eastern Europe, and Western Europe. It includes reproducible activities for each story.

Marantz, Sylvia. *Multicultural Picture Books*. Linworth, 1994

Adults will find various uses for art to aid in understanding others.

Matiella, Ana Consuelo. *The Multicultural Caterpillar: Children's Activities in Cultural Awareness*. Network, 1990

Activities for the very young celebrate how we are alike and how we are different.

Miller-Lachmann, Lyn. *Our Family, Our Friends, Our World*. Bowker, 1992

This is an annotated guide to significant multicultural books for children and teenagers.

Milord, Susan. *Hands around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect*. Williamson, 1992

Activities based on cultural customs introduce children to the world's diversity and help eliminate stereotyping.

Milord, Susan. *Tales Alive! Ten Multicultural Folktales with Activities*. Williamson, 1994

Tales include "The Gentle People" (Argentina), "The Clever Maiden" (Russia), "A Drum" (India), "Why Hare is Always on the Run" (Ghana), "Tuk the Hunter" (Canada), "The Story of Campriano" (Italy), "The Blue-Eyed Hare" (Scotland), "Lighting the Way" (Australia), "Urashima the Fisherman" (Japan), and "The Most Wonderful Gift" (Turkey).

- Milord, Susan. *Tales of the Shimmering Sky: Ten Global Folktales with Activities*. Williamson, 1996
Tales include "The Division of Day and Night" (Creek, Native American), "The Twelve Months" (Slovakia), "The Hare in the Moon" (India), "The Moon in Safe-keeping (Jewish faith, Europe), "Great Bear" (Micmac, Native American, Canada), "The Boastful Star" (Polynesia), "The Whirling Wind" (Mexico), "The Return of the Clouds" (Zuni, Native American), "After the Rain" (Kenya), and "The Theft of Thor's Hammer" (Scandinavia).
- Nelson, Wayne, and Henry Glass. *International Playtime*. Fearon, 1992
Classroom games and dances from around the world are described.
- Orlando, Louise. *Multicultural Game Book*. Scholastic, 1993
More than 70 traditional games from 30 countries are described.
- Pellowski, Anne. *The Story Vine: A Source Book of Unusual and Easy-to-Tell Stories From Around the World*. Collier, 1984
Included are string stories, picture-drawing stories, stories with dolls or figurines, fingerplay stories, riddling, and stories using musical instruments.
- Pilger, Mary Anne. *Multicultural Projects Index*. Libraries Unlimited, 1992
This guide features things to make and do to celebrate festivals, cultures, and holidays around the world.
- Ramirez, Gonzalo. *Multiethnic Children's Literature*. Delmar, 1994
A 150-page bibliography of recommended titles about United States minority groups.
- Sierra, Judy, and Robert Kaminski. *Multicultural Folktales and Stories to Tell Young Children*. Oryx, 1991
Flannelboard patterns are included along with stories.
- Spagnoli, Cathy. *A Treasury of Asian Stories*. Alleyside, 1998.
Twenty tales and learning activities from 17 Asian nations and cultures suitable for children of preschool age through grade 3.
- Stull, Elizabeth. *Multicultural Discovery Activities for the Elementary Grades*. Center for Applied Research in Education, 1995
Some of these classroom activities can be adapted for library programs.
- Tomlinson, Carl. *Children's Books from Other Countries*. Scarecrow, 1998
More than 700 selected books from 29 countries other than the United States are descriptively annotated; all were published between 1950 and 1996.
- VanMeter, Vandelia. *Venture into Cultures*. American Library Association, 1992
This is a resource book of multicultural materials and programs.
- Webber, Desiree, et al. *Travel the Globe: Multicultural Stories*. Libraries Unlimited, 1998
Story programs, games, food, activities, flannelboard patterns, and fingerplays all are included.

Holidays and Festivals

- Ancona, George. *Fiesta USA*. Lodestar, 1995
Hispanic and Chicano festivals and customs in the United States are explored.
- Barkin, Carol. *Holiday Handbook*. Clarion, 1994
Secular holidays, arranged by season, with descriptions of their origins and ways to celebrate them are included in this handbook.
- Bernhard, Emery. *Happy New Year!* Lodestar, 1996
The origins of New Year traditions and ways in which they are observed around the world are described.
- Everix, Nancy. *Ethnic Celebrations Around the World*. Good Apple, 1991
Ethnic celebrations from Australia, Brazil, Germany, Great Britain, Israel, Italy, Kenya, Mexico, Nigeria, Spain, Sweden, Switzerland, Taiwan, and Turkey are described.

Food

- Albyn, Carole. *Multicultural Cookbook for Students*. Oryx, 1993
Recipes from more than 120 countries are included along with some brief text about the culture and culinary habits of each.

Baruth, Philip, ed. *Holiday Cooking around the World*. Lerner, 1988

This easy-menu ethnic cookbook provides a collection of holiday recipes from 15 different countries including a variety of dishes such as Thai egg rolls, Passover layer cake, paella, and Danish rice pudding.

Cook, Deanna. *Kids' Multicultural Cookbook*. Williamson, 1995

Food and fun, cooking and customs from around the world are celebrated.

Deshpande, Chris, and Iain McLeod-Brudenell. *Food Crafts*. Gareth Stevens, 1994

Here is a worldwide look at handicrafts and nature craft focused on food; one of four volumes in a series called Worldwide Crafts.

Marden, Patricia, and Suzanne Barchers. *Cooking Up World History*. Teacher Ideas, 1994

Multicultural recipes and resources provide a fresh perspective.

Robins, Deri. *Kids around the World Cookbook*. Kingfisher, 1994

Readers will discover the great diversity in cooking tastes and styles in countries all over the world. (A Reading Rainbow title)

Music and Games

Abraham, Nancy. *Los Pollitos Dicen: Juegos, Rimas y Caniones Infantiles de Paises de Habla Hispana/The Baby Chicks Sing: Traditional Games, Nursery Rhymes and Songs from Spanish-Speaking Countries*. Little, Brown, 1994

Seventeen songs and rhymes in English and Spanish are included in this collection. Music notations, hand-clapping directions, jump rope instructions, and other activities to do along with these songs and rhymes are given.

Asch, Jan. *Games for Global Awareness*. Apple, 1994

Activities to promote multicultural awareness incorporate maps and geography as well as games.

Benarde, Anita. *Games from Many Lands*. Lion, 1970

One game from each of the following countries or cultures is included: Alaskan, American Indian, Central America, China, The Congo, Denmark, England, France, Germany, Ghana, Guatemala, Holland, India, Ireland, Israel, Korea, New Zealand, Philippines, Portugal, Russia, Saudi Arabia, Switzerland, and Turkey.

Grunfeld, Frederic. *The Games of the World*. UNICEF, 1975

Instructions for making and playing a wide range of games are included along with information on how the games developed.

Gryski, Camila. *Super String Games*. Morrow, 1987

Here are simple and intricate string games from around the world.

Hopson, Darlene, and Derek Hopson. *Juba This and Juba That*. Fireside, 1996

One hundred African American games for children are introduced.

Lankford, Mary. *Hopscotch around the World: Nineteen Ways to Play the Game*. Beech Tree, 1996

Directions for versions and variations of this popular game from Bolivia, China, Italy, and 16 other countries are given along with history and geographical context.

Lankford, Mary. *Jacks around the World*. Morrow, 1996

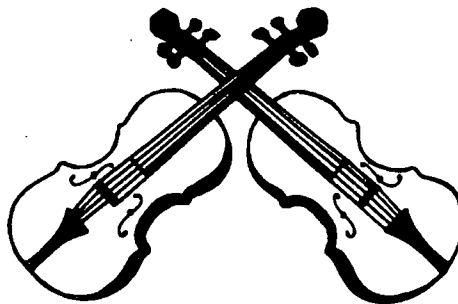
Facts about 13 countries are given along with directions on playing their version of jacks.

Meyer, Carolyn, and Kel Pickens. *Multicultural Sing and Learn*. Good Apple, 1994

Original versions of folk songs from more than 25 cultures are included in this collection suitable for use with children in grades K-5.

Prior, Jennifer. *The Games of Africa*. Harper, 1994

Suitable for ages 7 and older, this product includes a playing board, 48 playing pieces, and a game book with instructions for five games: mancala, yote, sey, achi, and a Guinean string puzzle.



Crafts

Corwin, Judith. *African Crafts*. Watts, 1990

Instructions are given for designing masks, beads, toys, and other African crafts using simple household materials.

Corwin, Judith. *Latin American and Caribbean Crafts*. Watts, 1991

A potpourri of recipes and craft and folklore projects from Latin America and the Caribbean are included.

Gomez, Aurelia. *Crafts of Many Cultures*. Scholastic, 1992

Instructions for making 30 authentic craft projects from around the world are given.

Terzian, Alexandra. *The Kids' Multicultural Art Book: Art and Craft Experiences from Around the World*. Williamson, 1993

Easy-to-follow directions and suggestions for art projects along with cultural information.

Environment

Anderson, Alan. *Geology Crafts for Kids*. Sterling, 1996

These 50 projects are designed to explore such phenomena as plate tectonics, continental drift, and erosion.

Bittinger, Gayle. *Learning and Caring about Our World*. Warren, 1990

These activities and songs are intended to help young children learn and care about the environment.

Children's School of Science. *The Big Book of Nature Projects*. Thames and Hudson, 1997

Illustrated with outstanding photographs, this volume suggests 53 excellent experiments, field trips, and activities for young people.

Drutman, Ava, and Evelyn Deutsch. *Protecting Our Planet*. Good Apple, 1992

Activities are suggested to motivate students to a better understanding of environmental problems; includes trivia, word searches, and crossword puzzles.

Milord, Susan. *The Kids' Nature Book*. Williamson, 1989

Included are descriptions of indoor and outdoor activities plus poems and stories to help children explore nature throughout the year.

Sheehan, Kathryn, and Mary Waidner. *Earth Child*. (rev. ed.) Council Oak, 1994

Games, stories, activities, experiments, ideas, book suggestions, and addresses of environmental groups are included in this guide to living lightly on our planet.

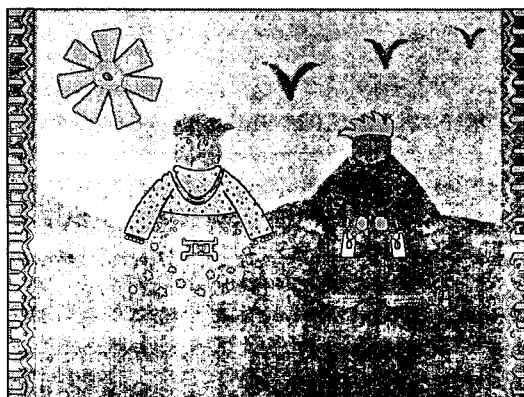
Sinclair, Patti. *E for Environment*. Bowker, 1992

This annotated bibliography focuses on children's books with environmental themes.

Internet

<http://www.dpi.state.wi.us/dlcl/pld/global99.html>

The Division for Libraries and Community Learning will provide a Go Global Web site at this address from late spring until September 1999. From this page, young Internet users will be able to travel to selected cybersites around the globe. Wisconsin library systems that create their own Go Global pages are welcome to link to the division's page.

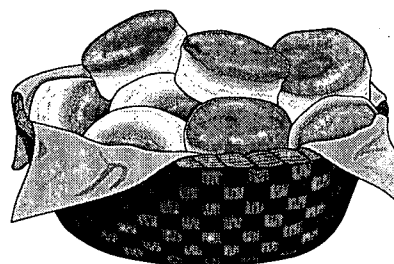


Kickoffs, Finales, Games, and Contests

Begin or conclude your summer with an event that highlights the Go Global theme. Adapt one or more of the following suggestions.

International Buffet Picnic

Ask families to bring “a dish to pass” that reflects their cultural heritage. Display and/or read *Yoko* by Rosemary Wells (Hyperion, 1998) about learning to try new and different foods. Display other books mentioned in the food-related sample programs found later in this chapter.



Take Flight!

Use the script that follows along with the suggested books and skits to introduce the Go Global summer or to celebrate the conclusion of your library's activities. You may, of course, substitute landing locales and favorite tales of your own. Involve middle school or junior high students as puppeteers and presenters; rehearse in advance. The performance is ideal for entire families. You will need an auditorium or other room that can be darkened, a shadow puppet theater, and a traditional puppet theater; improvise as necessary!

(All lights out)

Welcome aboard (fill in your library's name) flight 699. This is a round-trip flight with scheduled stops in China, India, Africa, Europe, and the Caribbean before returning to North America. Seat belts are not required. Please sit back, relax, and enjoy this flight around the world of folktales and legends. Thank you. Bon voyage!

(Pause, slow count to 5)—We are now landing in China, the land of silk, rice, and tea.

(Front lights on)

READ THE BOOK *The Empress and the Silkworm* by Lily Toy Hong (Whitman, 1995)

(Front lights off)

(Pause, slow count to 5)—We are now landing in the ancient land of India, a place of mystery, tigers, water buffalo, and a not-necessarily-wise Brahmin.

(Shadow theater light on)

PRESENT SHADOW PUPPET SHOW “The Brahmin, the Tiger, and the Jackel” from *Fantastic Theater: Puppets and Plays for Young Performers and Young Audiences* by Judy Sierra (Wilson, 1991)

(Shadow theater light off)

(Pause, slow count to 5)—Ah, Africa! A land filled with strange and exotic beasts as well as delightful stories!

(Front lights on)

READ THE BOOK (Big Book version if you have it) *Why Mosquitoes Buzz in People's Ears* by Verna Aardema (Dial, 1975)

(Front lights off)

(Pause, slow count to 5)—Europe! Many of us trace our families back to places like Holland, Germany, England, France, or the Scandinavian countries. Many of the folktales and fairy tales we're familiar with came from the countries of those ancestors. *But* life wasn't always easy!

(Front lights on)

SELECT CHILDREN FROM AUDIENCE TO HELP ACT OUT *It Could Always be Worse*
by Margot Zemach (Farrar, Straus, 1976)
(Front lights off)

(Pause, slow count to 5)—As you disembark, feel the warm sun and smell the ocean breeze now that we have reached the beautiful, tropical Caribbean Islands. Some of the stories told here in the Caribbean came from Africa. Stories about the trickster Anansi the Spider originated there.

(Front lights on)

USE HAND PUPPETS TO PRESENT *Anansi and the Moss-Covered Rock* by Eric Kimmel
(Holiday, 1988)
(Front lights off)

(Pause, slow count to 5)—We've reached our final destination and are back in the USA. There are many Native American stories that have come from tribes all over what is now known as the United States.

(Front lights on)

TELL OR PRESENT AS SHORT PLAYS *How Rabbit Stole the Fire* a Creek story retold by Johanna Troughton (Bedrick, 1986) and *Giving Thanks* a Mohawk story retold by Jake Swamp (Lee and Low, 1995)
(Front lights off)

We are now making our final landing. Please remain seated until the plane comes to a complete stop. Thank you for flying with (insert your public library's name). We hope you have enjoyed your tour. Please pick up a bookmark from the flight attendants at the exits and enjoy the rest of your stay here in (insert your community's name).
(All lights on)

Going Global Tour Day

Organized as a kickoff or grand finale, this can bring summer library program participants and their families closer to people and customs from other countries. Invite people from other countries or people who have spent an extended period of time in a country, such as exchange students or Peace Corps workers, to be guides. Divide the children into as many groups as there are guests from different countries by placing a different colored dot on children's shirts as they come in. Children then begin their "trip" at the country that is identified by the same color; use a banner or crepe-paper streamers. At 15-minute intervals, sound a bell so that children will move to the next station until they have visited all the countries represented. Each country's station can display a variety of items from that country and offer a chance to learn a few words in the language, such as "hello," "please," "thank you," and numbers from one to ten. Possible items for display include posters, postcards, clothing or jewelry, stamps, and flags. Handouts at each country's station could include pictures of a traditional costume and the national flag, numbers and phrases in English and the foreign language, and a recipe.

Go Global Game Day

Use resource books suggested in the General section and Music and Games section above to help plan the day. Include active games and sit-down games, or limit your plan to one or the other. Remember these game tips.

- Choose games suitable for the age group; some can be modified by adapting the rules.
- Choose games suitable for the group's size.
- Choose games suitable for the available space.
- Have contingency plans if a planned game session cannot be held outdoors because of bad weather.

- Try to balance teams by age and skill level.
- Use a whistle, bell, drum, or other instrument for start and/or stop signals.
- Choose games for their innate fun. Draw on children's creativity rather than competition for at least some activities.
- Demonstrate—rather than describe—what the children will be doing during the game.
- End each game while enthusiasm is high; it can be repeated later or on a different day. Don't be afraid to end a game the children aren't enjoying or when one team is getting too far ahead of another.

Don't neglect international favorites such as chess (which originated in India more than 1,000 years ago), Chinese checkers (which originated in Europe and made its way to China via Japan) and checkers (a version of the old English game called draughts) and even Scrabble™ (a 20th century United States game played now in many languages). Other diverse games are described below.

Anatomy Lesson (International). Choose French, Spanish, or German and in that language write the names of body parts on stickers. Divide children into pairs. When body part names are called out in English, one partner tries to put the sticker on the other at the appropriate place. When the list is completed announce the correct answers and give the player one point for each correctly placed label. Give the second partner a set of labels in a different language and repeat the process. The team with the most combined points wins.

Nose	le nez (nezz) (F)	la nariz (na reeth) (S)	die nase (dee nah ze) (G)
Ear	l'oreille (l'o ray) (F)	la oreja (o re kha) (S)	das ohr (or) (G)
Mouth	la bouche (boosh) (F)	a boca (bo ka) (S)	der mund (moont) (G)
Neck	le cou (coo) (F)	el cuello (kwel yo) (S)	der hals (hals) (G)
Hand	la main (man) (F)	la mano (man o) (S)	die hand (hant) (G)
Knee	le genou (zhuh noo) (F)	la rodilla (ro deel ya) (S)	das knie (knee) (G)
Toe	le doigt de pied (F)	el dedo del pie (S)	die zehe (dee tsay e) (G)
	(dwah duh pe ay)	(de do del pye)	

Autobahn with Marbles (contemporary librarian creativity). Provide a ten-foot length of flexible, clear plastic tubing (available at most hardware stores) for every group of four to five players. It should be of sufficient diameter to just allow a small marble to pass through it from end to end. Have children hold the tubing above their heads. Drop a marble into one end and have the children manipulate the tubing in serpentine fashion to help the marble on its way along the twisting autobahn route. The winning team is the first to get the marble to reach the far end.

Ball Pass (Inuit Indians; Alaska). Have children kneel in a circle and try to pass a small, soft ball from person to person as fast as possible without dropping it. They must not *grasp* it in their hands, but use their flat open-palmed hands.

Ball Roll (Australia). Divide the group into two teams of at least eight members and line up the teams in single files. Players should stand with feet wide apart. At the signal, the first player on each team rolls a ball between his or her legs so that it passes through the legs of all the other team members. The last player stops the ball and carries it quickly to the front of the line and rolls it. If the ball rolls out one side of the tunnel of legs, it must be brought back to the same place and rolled on to the end. If played competitively, the game ends when the first player of one team has again reached the front of the line. Noncompetitively, teams can play trying to better their own times. To make the game more challenging, adopt variations such as using a smaller ball or having the player at the end of the line travel to the front on hands and knees pushing the ball with his or her nose.

Bli Yaadaim (pronounced blee yah-DIE-eem) means “without hands” (Israel). Divide players into two facing teams. Give each team a long rope to hold. Place hats on the ground in front of the players. They must try to get the hats on their heads without using their hands. Team members may help one another (without using hands). The team whose members are all wearing hats first is the winner.

Cat and Mice (Phillipines). One child is the cat and sits near a pile of small objects such as stones, sticks, handkerchiefs, or hats. The rest are mice and sit in a circle around the cat. Everyone remains seated as one by one the mice quickly try to snatch an object from the pile and toss it over their shoulders before being tagged by the cat. If a mouse is tagged before getting rid of his or her object, that mouse becomes the cat.

Dragon (China) (also played in Vietnam as Catch a Carp). Have children form a single line placing their hands on the waist of the child in front of them. Put a handkerchief in the back pocket, belt, or waistband of the last child (the dragon’s tail). At a “go” signal the first child (the dragon’s head), followed by the rest of the line, must try to capture the handkerchief. When that is accomplished, the head becomes the new tail. Allow for plenty of space!

Herds (Africa-based). Make a list of African animals such as crocodile, cheetah, elephant, giraffe, hippo, hyena, leopard, wildebeest, vulture, and zebra. Choose the animals familiar to the age group of your players. You will need to have at least two players for each animal; the fewer players, the fewer animals you will need. Have players suggest the sound each animal makes and have the whole group practice that sound. Review the entire list and the sounds. Give each player a piece of paper with the name of an animal (or picture for younger children) which they must keep secret. At the signal, children begin to make the sound of their animal. The object is to find the other players making that same sound and gather into a herd.

Mancala (Africa). This is a game for two players. Children age 6 and older can make their own game boards. Provide egg cartons; cut off their tops so the 12 compartments or cups in the bottom are useable. Cut the top in half and give each player a half to place at his/her right-hand end of the board; this is the scoring bin or mancala. Place four pebbles in each cup—or use something like dried corn kernels, small buttons, or dried beans. The object of the game is to accumulate as many pebbles as possible before one of the players empties all the cups on his/her side. Decide who goes first by flipping a coin.

Player #1 begins by removing all the pebbles from any cup on his/her side of the board and, moving counterclockwise around the board, places them one by one in the next four cups including his/her mancala but not the opponent’s. If player #1’s last pebble lands in his/her own mancala he/she gets another turn. If the last pebble is placed in an empty cup on player #1’s side of the board, he/she captures all the pebbles in the opponent’s cup directly opposite that cup. All captured pebbles, plus the capturing pebble, are placed in player #1’s mancala.

Player #2 proceeds in the same way. Neither player may touch the pebbles in any cup. If a player touches them, they must be used in that player’s turn.

The game ends when one player has no more pebbles in the cups on his/her side of the board. At that point, the opponent places any pebbles in his/her cups into his/her mancala. Then both players count the number of pebbles in their mancala and the person with the most wins. It is not necessarily a good strategy to be the first to clear out your cups.

There are many variations of mancala. Several Internet sites provide background of this ancient game and instructions on play such as <http://tft.www.media.mit.edu/courses/tft96/Students/ridleyb/assignments/toy1.html> and <http://www.erols.com/jdkiv/warri.html>. Practice playing yourself before introducing the game to summer program participants.

Morra (Italy). For this guessing game, divide the group into pairs. Both players count aloud, "One, two, three." Then each player shouts out a number from two to ten. At the same time, each player holds up one to five fingers of his/her right hand. The player who has guessed the exact total of fingers the pair would hold up is awarded one point. If both guess correctly, neither gets a point. The player who gets the first point is the winner, or the game can be played until one player reaches a larger number of points.

Piñata contest (Latin America). Fill a piñata with candies and other small prizes. Hang it in a large open space. Children, in turn, are given a long stick, blindfolded, twirled around, and given a chance to break the pinata. Make the contest more difficult by raising and/or lowering the pinata from time to time. Allow the child who breaks open the pinata to have first choice of the prizes. Then let each child pick a prize. Since everyone gets a reward of some kind, this is an excellent way to end the day.

Scavenger Hunts. While these have no particular culture-based identity they can be adapted to a global focus and to be suitable for various ages. Three examples are provided here.

A young adult scavenger hunt can be aimed at young people in grades 7-12. Provide 75 questions and require at least 50 correct answers (including correct spellings) to be eligible for inclusion in a drawing for prizes; let the hunt continue for four or five weeks. Most answers should be available at the library in current newspapers, standard reference works, or through the Internet. Consider such questions as these.

- What fairy tale is called *Le Chat Botte* in French?
- Find a recipe for chutney.
- How is sauerkraut made?
- What is the latitude and longitude of our community?
- Who is the president of Mexico?
- What are the names of three small Baltic countries formerly part of the USSR?
- Find the name of a sister city for Madison, Wisconsin.
- Introduce yourself to someone whose native language is not English and have them sign this sheet.
- Locate information about bed and breakfast lodgings in Montreal.
- Translate "seize the day" into Latin.
- What is the June average daily high temperature in Istanbul?
- In what direction does Wisconsin's Iron River flow?
- How long is the Yangtze River? Is it longer than the Amazon?

For younger children in grades 4-6, design a hunt that will help them refine their library skills. Allow them to work in teams during one morning or afternoon session. Adapt the sample instructions here to fit your library's resources.

- Find a book by Hans Christian Andersen.
- Find a copy of *National Geographic* magazine.
- Find a biography of a queen or king.
- Find a picture book that was first published in a country other than the United States.
- Find a recording of folk songs from a country other than the United States.
- Find a foreign language dictionary.
- Find a collection of folktales from a country other than the United States.
- Find a book about animals in Australia.
- Find a magazine article about elephants.
- Find a book about a mythological beast.

Teams of young people of any age can be directed to use library resources to find information about each of the countries you place on a list. Determine the number of countries and the difficulty level of the questions based on the age of your participants. Questions might focus on such matters as bordering countries, foods, rivers, flag, money, clothing, authors, musicians, and famous buildings. Names of participants completing the hunt can be entered in an end-of-the-summer drawing for prizes. A list of basic rules follows.

- Each team member must supply one fact for each country.
- Identify the source of your information, giving full title and author's name.
- Provide the call number of the book.
- Provide the page number on which information is found.
- You may only use the Internet to find information three times. Identify the site used with its complete URL.

Snowballs (associate with any snowy country). Divide the group into teams and give each team the same number of sheets of newspaper. Have the players squeeze the paper into balls. Establish a line with masking tape on the floor or set up a row of chairs. One team stands on either side of the line. At the signal, each team tries to toss as many "snowballs" as possible onto the other team's side. They also may throw back the opponents' snowballs that land on their side. At a designated signal everyone stops. The team with the fewest snowballs on its side is the winner.

Contests

Purchase a stuffed toy GoGlobal animal mascot and provide a ticket, passport, or suitcase for it to hold in its paws. Have a drawing to name the mascot. Present the child whose suggested name is selected with the toy at the end of the summer.

Fill a spherical glass rose bowl with items representing different countries or regions each week. For instance, use fortune cookies (China), small plastic wild animals (Africa), bow tie pasta (Italy), wrapped small chocolate candies (Switzerland), or tulip bulbs (Netherlands). Let children enter their guesses at how many objects are in the bowl and award a small prize to the person whose guess is closest to the correct number.

Hold a postage stamp-designing contest. Have children choose a country and create a stamp that reflects its traditions in some way. Divide the contest into several age categories. Provide a standard size sheet of heavy paper for each contestant so that all entries will be the same size. Invite the local postmaster and art teachers to serve as judges. Award blue ribbons to winners in each category and an honorary red ribbon to all contestants. Display all at the library.

From a catalog such as that of Liberty Flag and Specialty Co. (see chapter 6 for contact information) create a display of flags without identifying their country; number each flag. Have contestants try to identify the countries. Enter the names of all who turn in all the correct answers in a drawing for a prize at the end of the summer. An atlas or a globe would be appropriate, or consider a United States or Wisconsin flag.



Program Potpourri

Leaf through the “travel brochures” and “tours” briefly described in this section to help organize your summer plans. Consult with fellow travelers on your staff and among your volunteers. Adapt the ideas to suit the resources of your community and the interests of your program participants.

Many of your colleagues suggested concentrating on a specific country during each week of the summer program. This concept can be approached in several ways depending on what is most comfortable for you and your staff. Musical?—concentrate on songs. Dramatic?—emphasize folktales. Animal lover?—use puppets, ethnic legends, and endangered species information. Arty?—provide craft materials. World traveler?—bring your photographs and memorabilia. Linguist, exchange student host, exploratory cook, fabric enthusiast, doll collector? Even if you do not fit any of these categories, you will know people in your community who do and who can be invited to the library to enrich the Go Global events you plan for young people.

Animal Languages

Use the book *Animal Lingo* by Barbara Conrad (Harper, 1995) which provides words different languages use for a variety of animal sounds. It is wonderfully interesting to find the different words used onomatopoeically to represent what Americans hear as oink, woof, meow, and so on. And children will have fun repeating the new sounds!

As an accompanying activity, try “Old MacDonald Had a Farm” with a new twist: “Old MacDonald Toured the World.” Use animal shapes on a flannelboard if you like. Fill in the sounds with the appropriate words from another language. For instance, in Finnish a cow says “ammuu,” a pig “röh, röh,” a dog “hau-hau,” and a duck “kvaak, kvaak.”

Additional Books

deZutter, Hank. *Who Says a Dog Goes Bow-wow?* Doubleday, 1997

Mora, Pat. *Listen to the Desert / Oye al Desierto.* Clarion, 1994

Robinson, Marc. *Cock-a-Doodle-Do! What Does It Sound Like to You?* Workman, 1993

Body, Spoken, and Written Languages

Susan Milord's *Hands around the World* (Willamson, 1992) is a particularly good source for some basic information about cultural differences in both body language and spoken language. Use the knowledge of people in your community as well. You may wish to plan one storytime session around languages or incorporate vocabulary and gesture information as your weekly programs focus on different parts of the globe. Programs involving language can be adapted for any age level.

Milord points out that while Americans say “hello,” “hi,” “howdy,” and (more formally) “good day,” the most common greetings in a number of European languages have a direct parallel to “good day:” “guten tag” (German), “bon jour” (French), “buenos dias” (Spanish) and “god dag” (Swedish). She notes that the English “goodbye” is derived from the phrase “God be with you” and that the Spanish “adios” and “French “adieu” both translate “to God.” In Italy, India, and Hawaii one word is used for both greeting and parting; respectively these are “ciao,” “aloha,” and “namaste.” Use the Milord book and other sources to introduce information about different alphabets, too. Muriel Feelings' *Jambo Means Hello* (Dial, 1974), for instance, provides a word (with its English translation) for each of the 24 letters in the Swahili alphabet. Chapter 4 of this manual includes the American Sign Language and the Laotian alphabets.

Use the “Hello Song” from *Travel the Globe: Multicultural Story Times* by Desiree Webber, et al (Libraries Unlimited, 1998) if you enjoy singing and aren't afraid to tackle some new pronunciation challenges. (The simple musical score is provided in the book.)

Investigate *Children's Illustrated Foreign Language Dictionaries* published in 1998 by Hippocrene; they are available in Arabic, French, German, Irish, and Polish.

Teach the following Hmong phrases; pronunciation hints are furnished:

Hello—Nyob zoo (nyo john)

What is your name?—Koj lub npe hu lica? (kwah LOOM-bay who jah)

How are you?—Koy puas noj qab nyob zoo? (kwah POO-ah nee-ah john?)

Sing the German version of "Are You Sleeping?" with the same melody as the English version.

Schläfst du noch, Schläfst du noch?

Bruder Jakob, Bruder Jakob?

Hârst du nicht die Glocken, Hârst du nicht die Glocken.

Ding, dang, dong. Ding, dang, dong.

Teach this Norwegian fishing rhyme. Norwegian words and pronunciation are followed by the English translation.

Ro, ro til fiskeskjaer!—(row, row til fiske-shair)

Hvor mange fisker fikk du der?—(vor mange fisker fikk due der)

"En til far og en til mor,—(ayn til far oh any til mor)

En til søster og en til bror,—(ayn til syster oh ayn til bror)

En til den som fisken dror!"—(ayn til den some fisken dror)

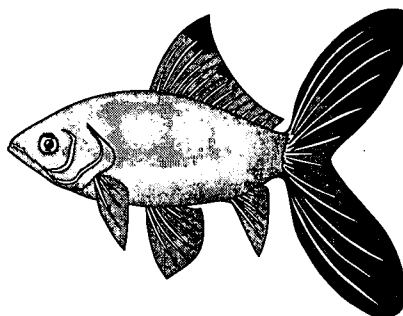
Row, row to the fishing islands!

How many fish did you get?

"One for father and one for mother,

One for sister and one for brother,

One for the one who caught the fish!"



Global Guests

Every community has a pool of people whose experiences can be shared in guest appearances this Go Global summer. Think of visiting foreign students, local students who have spent time as exchange students, missionaries and volunteer physicians, immigrants, former Peace Corps volunteers, travel agents, business and military people who have been stationed abroad, and ordinary citizens who have traveled widely and speak entertainingly about their trips whether by Concorde, cruise ship, camel, or rented car!

Good Buddies Protect the Planet

Meet two new friends—Smokey Bear and Woodsy Owl. Write to them and they will send you a free fun pack that shows you how to help preserve our planet. Smokey offers a Junior Forest Ranger Kit with activities, membership card, and badge. Woodsy will send you a fan mail pack with pictures to color, activities, and songs. This information comes from *Official Freebies for Kids: Something for Nothing or Next To Nothing!* compiled by the editors of *Freebies Magazine* (Lowell, 1997).

Send your name and address to the addresses given here.

Junior Forest Ranger Kit
Smokey Bear Headquarters
P.O. Box 1963
Washington, DC 20252

or

Woodsy Fan Mail Pack
Woodsey Owl Fan Mail
P.O. Box 1963
Washington, DC 20252

Good Buddies Worldwide

Young people can make friends with their next door neighbors or with people who live halfway around the world. You may want to investigate the pen pal clearinghouses International Friendship League, 55 Mount Vernon Street, Boston, MA 02108 or World Pen Pals, 1694 Como Avenue, St. Paul, MN 55108. Check with local teachers and clergy, too, for information about reputable pen pal sources. You may be able to build on established contacts that classrooms in your community have with schools in other parts of the United States or in other countries. There are Internet sites devoted to electronic mail pen pals. Use extreme caution before recommending participation in electronic exchanges of information. It is unfortunate, but true, that any sort of personal information sharing can be misused. The pen pal concept of old has become far less carefree. According to *Official Freebies for Kids: Something for Nothing or Next to Nothing!* by the editors of *Freebies Magazine* (Lowell, 1997), KidsCom (<http://www.kidscom.com>) is a carefully monitored site. It is visited by children from some 70 countries worldwide. Some parts of the site are accessible to all, but to participate fully children do need to register.

It's a Small World

You can approach the concept of *small* from two directions. One is via microscopes leading into the world of micro-organisms and deeper appreciation of familiar things in our everyday surroundings. Use such books as *For Your Own Protection: Stories Science Photos Tell* by Vicki Cobb (Lothrop, Lee, 1989), *Extremely Weird Micro Monsters* by Sarah Lovett (Muir, 1993), and *Mysterious Microbes* by Steve Parker (Raintree, 1994).

The other approach is emphasis on the common interests and concerns shared by people around the globe. Help program participants recognize the smallness of the world through games, the Internet, music, and art.

Lost Worlds

Use pictures, maps, and reproduction artifacts to introduce one or more lost worlds. In addition to ancient cultures, such as Pompeian, Incan, or Minoan, consider vanishing cultures in our own time (Amazon rain forest tribes, for instance) and the "good old days" of our own grandparents' and parents' youth. Develop the program to fit the targeted age group; this has possibilities for upper grade and middle school students. A sampling of books follows.

Cross, Gillian. *Born of the Sun*. Holiday, 1984

Dillon, Ellis. *Shadow of Vesuvius*. Helson, 1977

Goor, Ron, and Nancy Goor. *Pompeii: Exploring a Roman Ghost Town*. Crowell, 1986

Kunhardt, Edith. *Pompeii: Buried Alive*. Random, 1987

McMullen, David. *Mystery in Peru*. Raintree, 1977

McMullen, David. *Atlantis: The Missing Continent*. Raintree, 1977

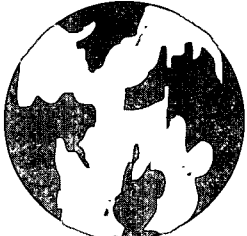
Thompson, Colin. *Looking for Atlantis*. Knopf, 1993

A Map is a Map is a Map—Or is It?


From encyclopedias, atlases, Internet sites, or other sources gather an assortment of maps of the world or parts of the world. Find some that show country boundaries and some that omit boundaries. For young children these can be reproduced for use as coloring pages. For older children they can be used to label countries, identify places of family origins, locate natural wonders, or match with sites of stories. Invite a geography teacher to talk about map projections used currently and about the ways maps were created historically. Share Loreen Leedy's *Blast Off to Earth: A Look at Geography* (Holiday, 1992) in which a group of aliens on a field trip visits each of the continents on Earth and learns about some of their unique features.

Passports and Tickets


Use the sample illustrations provided here to create a passport or ticket that a child can present at each storytime or special performance. Give children a sticker or stamp for each event they attend. Instead of focusing on different countries, you might want to use the passport or ticket to encourage visiting various shelves in the library to choose assorted types of reading material such as poetry, magazine articles, fiction, nonfiction, and biography.

<p>GO GLOBAL TICKET</p> <p></p> <p>Issued to:</p> <p>_____</p> <p>-----</p> <p>Good for travel to:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

GOING GLOBAL



PASSPORT



glue
photo
here

Name _____

Countries Visited

Reader's Theater

Check out Aaron Shepard's Web site at <http://www.aaronsherp.com/> to read several scripts with roots in various parts of the world. Organize a group of middle school or high school students to perform for their own pleasure, for younger children, or for the community. They might choose "Savitri" (from ancient India), "The Enchanted Storks" (from Bagdad), "The Battle of Song" (from Finland), "The Crystal Heart" (from Vietnam), or others from cultures as diverse as Tanzanian, Norwegian, and Russian.

Storytelling in Different Traditions

Incorporate some of these approaches to storytelling as you feature different parts of the world during the Go Global summer.

Tangrams

Tangrams are puzzles made from seven geometric shapes that make up a square. As stories are told, the shapes are recombined to form images of people, animals, and objects. Investigate the following sources. See patterns in the Crafts section of this chapter.

- *Copycat*. March/April 1997

A unit on tangrams includes a pattern and directions to form some basic shapes.

- <http://www.platypus-share.com/>

Select the Activities option to find the tangram puzzle of the week.

- Loyd, Sam. *Sam Loyd's Book of Tangram Puzzles*. Dover, 1968

Reprint of 700 tangrams originally published in 1903.

- MacCarone, Grace. *Three Pigs, One Wolf, and Seven Magic Shapes*. Scholastic, 1998

Retelling of the familiar "Three Pigs" story using tangram shapes.

- Marsh, Valerie. *Story Puzzles: Tales in the Tangram Tradition*. Alleyside, 1996

This adult reference book includes patterns and several stories told with geometric shapes. Although based loosely on the idea of tangrams, it adds additional shapes which is not allowed with true tangrams.

- Tompert, Ann. *Grandfather Tang's Story*. Crown, 1990

A Chinese grandfather amuses his granddaughter by telling her a talktale while using tangram shapes to help her see the animals in the story. Patterns are included.

Cut-and-Tell and Fold-and-Tell Stories

A paper is cut and/or folded to represent aspects of the stories as they are narrated. Good sources include the following books.

- Hart, Marj. *Fold-and-Cut Stories and Fingerplays*. Fearon, 1987

Seventeen short stories are included, some of which are related to seasons or holidays.

- Mallett, Jerry, and Timothy Ervin. *Fold and Cut Stories*. Alleyside, 1993

Sixteen stories are included.

- Pellowski, Anne. *The Family Story-Telling Handbook*. Macmillan, 1987

Try the cut-and-tell stories "Apple Thieves" and "The Captain from Krakow."

- Warren, Jean. *Scissor Stories for Fall*. Totline, 1984

Other books in this series include stories for spring and winter.

Draw-and-Tell Stories

Storytellers in many cultures use this approach. Among them are the Inuit people of southwestern Alaska where women and girls have been well-known for their skills in drawing with a knife in the snow as they tell a story.

- Marsh, Valerie. *Terrific Tales to Tell from the Storyknifing Tradition*. Alleyside, 1997
- Stories from various cultures are included; the draw-and-tell method ends with a picture.

- Thompson, Richard. *Draw-and-Tell*. Annick, 1988

- Thompson, Richard. *Frog's Riddle and Other Draw-and-Tell Stories*. Annick, 1990

Each of Thompson's books contain a dozen tales.

Other

Review the following sources for additional insights into ways you can vary story presentations.

- Gryski, Camilla. *Cat's Cradle, Owl's Eye*. Morrow, 1984
- Gryski, Camilla. *Many Stars and More String Games*. Morrow, 1985

Both of Gryski's books contain stories that use a string to create an object, show the actions of the characters, or serve as a game where the string is twined around the fingers.

- Mitchell, Rhonda. *The Talking Cloth*. Orchard, 1997

Young Amber loves visiting Aunt Phoebe, who shows her many objects that hold family history. Many of them come from Africa, including the "Talking Cloth" or "adinkra" from Ghana; every symbol and color in the cloth has a special meaning for the Ashanti people.

- Pellowski, Anne. *The Story Vine*. Macmillan, 1984

Pellowski describes a technique for presenting sand stories that you may want to use when telling tales from the American Southwest or African and Middle Eastern deserts. An overhead projector is focused through a glass-bottomed shallow box; the glass is covered with sand. The storyteller draws a design in the sand; it is projected on a screen or wall with the overhead equipment. The box is shaken to erase the design before the storyteller starts the next design needed in the story. In the same book, Pellowski includes string stories, stories told with folded handkerchiefs, and tales using origami.

- Shannon, George. *Stories to Solve*. Greenwillow, 1985

Each folktale in this collection of stories from around the world has a question and a puzzle to solve.

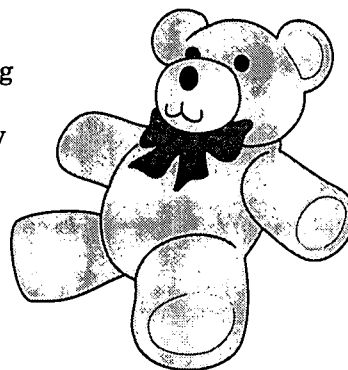
Tag-Along Bears

The public library in Lodi has five stuffed teddy bears that can be checked out and taken along on vacations. Each bear has a name and a brief biographical statement on its name tag. Rules of the road include the following points.

- Bears can be checked out for one week. (Check with a librarian if you need a slight extension of the time to accommodate your vacation schedule.)
- Fines for overdue bears are \$1.00 per day
- Replacement cost for a bear is \$40.00.
- Each bear has
 - A name tag around its neck
 - A bag or waist pack with a return library address tag
 - A notebook for recording adventures
 - A 20-cent stamp for mailing a postcard to the library
- in its bag or waist pack
- A set of travel game cards

Travel tips for the bears suggest

- Bears love to have their pictures taken at famous landmarks or road signs.
- Bears love to send postcards back to the library.
- Bears will beg for souvenirs. Try not to listen. A pretty rock will probably satisfy them.
- Bears do not mind being squished into suitcases. It makes them feel safe.
- Bears love to have their adventures written in their notebooks.



The bears' postcards and photos are displayed at the library, and the places bears have visited are marked with a sticker on a map at the library. You could take this idea a step further by sending bears along with local teens who go on summer international exchange trips. And foreign exchange students who visit the United States might want to send a bear representing their country, language, and traditions back to their American host community once they are home.

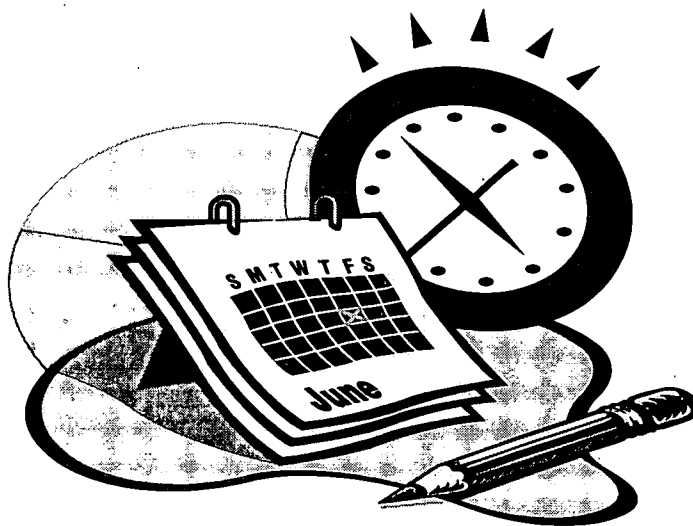
Time Traveling Performers

Adapt this idea for young people in grades 4-12. Ask each to choose and read a biography. Either on separate occasions or on one gala night, have other children and family members try to discover their identities. Participants should dress in character and prepare by knowing the answers to the following questions.

- What is my full name?
- Where was I born?
- What was my date of birth and death (or if I am currently alive)?
- What was the cause of my death (or state of health currently)?
- What major events occurred during my lifetime?
- What were my major accomplishments?
- How were my accomplishments recognized?
- I attribute my success to
- Who influenced me most?
- Who else was in my family and how did we get along?
- Was I married and did I have children?
- What were my outstanding physical characteristics?
- What kind of education did I have?
- How did I become interested in my career?
- Did I have more than one career in my lifetime?

Tell the audience members they may ask such questions as those that follow and if the performer does not know the answer he or she will answer "I don't remember."

- When and where were you born?
- When did you die?
- What was going on in the world during your lifetime?
- What are you most famous for?
- Tell us about your family.
- What kind of education did you have?
- What kind of career or careers did you have?



Whole World in Our Hands

Enlarge the illustration provided here, which is reprinted with permission from *Copycat Magazine*, Volume 6 special edition (Copycat Press, Racine, WI). Teach the children how to sing the following words to the tune of "This Land is Your Land." They can point to the continents as they sing.

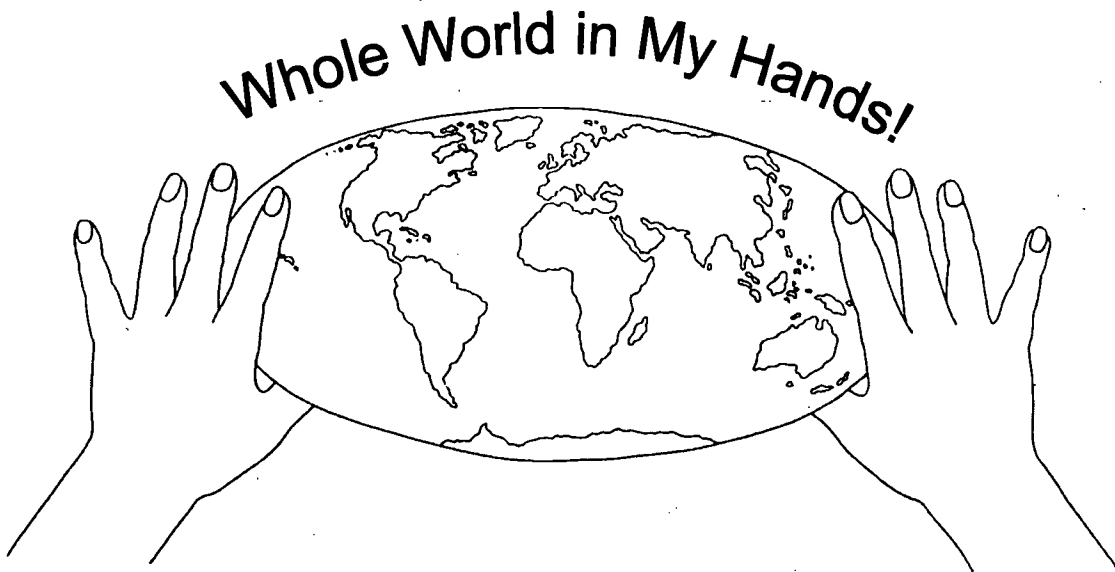
This world is your world,
This world is my world,
From South America
To Asia and Africa,
From North America
To Europe and Australia,
This world belongs to you and me.

Use the tune of "I've Got the Whole World in My Hands" to sing the following verses. Children may cup their hands and pretend to hold up the world and its lands.

I've got the whole world in my hands,
I've got the whole world in my hands,
I've got the whole world in my hands,
I've got the whole world in my hands.

I've got North America in my hands,
I've got North America in my hands,
I've got North America in my hands,
I've got North America in my hands.

Continue with a verse for each of the other continents and conclude with a repetition of the first verse.



Wisconsin Photographer/Worldwide Traveler

The photographs of John Ivanko from Browntown, Wisconsin, are featured in his book *To Be a Kid* (Charlesbridge, 1999); it was co-authored with Maya Ajmera. The book celebrates diversity and captures some of the many universal qualities of being a child. He says, "The images transcend national borders, races, and religions. They reaffirm that we can all live together, work together, and play together, peacefully." Ivanko is available for library visits and can be reached at 7843 County P, Browntown, WI 53522; (608) 329-7056; jivanko@aol.com. He also has a Web site at <http://members.aol.com/jivanko/public/globetrotterphoto.html>. He has put together an exhibit called "Preview of *To Be a Kid*" which is available for display at libraries. It consists of four 20" by 30" murals showing children he has photographed in Nepal, Ecuador, India, and Peru.

Sample Programs

Your summer events will have smooth sailing and will be on the right track when you take advantage of the creative programs outlined in this section. Adopt and modify these suggestions to provide a global view for program participants. Organize your events in a spirit of joy and exploration—for yourself as well as for the children, families, and other child-care providers who will be your summer traveling companions. References to primary grades mean grades 1 through 3, middle grades mean 4-6, and upper grades mean 7-9.



American Indian Program Ideas I

Ages: Adaptable for primary and middle grades

Your Go Global summer might very well start by becoming better acquainted with cultures here in the United States. In addition to sharing some of the books and activities suggested in this outline, consider including the 25-minute video *Powwow* (Schlessinger, 1996). The video reflects a widespread tradition among tribes from the United States and Canada who meet throughout the year at powwows, gatherings where American Indian culture and life are celebrated by everyone. The children in the film make a kachina doll of their own and learn the lore behind the dream catcher. The program introduces drums, celebratory songs, dances, and traditional tales.

Books

Begaye, Lisa. *Building a Bridge*. Northland, 1993

On the first day of kindergarten, with the help of their teacher, a Navajo girl and a white girl learn to overlook their different appearances and become friends.

Hobbs, Will. *Beardream*. Atheneum, 1997

When Short Tail climbs into the mountains to find the Great Bear, he tires and slips into a dream in which the Great One reveals a marvelous secret.

Taylor, Harriet. *Coyote and the Laughing Butterflies*. Macmillan, 1995

Coyote is tricked by some butterflies who laugh so hard about their joke that they cannot fly straight.

Watkins, Sherrin. *Green Snake Ceremony*. Council Oak, 1995

As a young girl and her grandfather try to find the right kind of snake for a special Shawnee ceremony, illustrations show what a nearby green snake thinks about it all.

Martin, Rafe. *The Rough-Face Girl*. Putnam, 1992

In this Algonquin Indian version of the Cinderella story, the Rough-Face Girl and her two beautiful but heartless sisters compete for the affections of the Invisible Being.

Crafts

- Wampum (*Colonial Kids: An Activity Guide to Life in the New World* by Laurie Carlson, Chicago Review, 1997)
- Pots (*Colonial Kids: An Activity Guide to Life in the New World* by Laurie Carlson, Chicago Review, 1997)
- Navajo sand painting (*Pioneer Days: Discover the Past with Fun Projects, Games, Activities* by David King, Wiley, 1997)
- Apache scroll (*Pioneer Days: Discover the Past with Fun Projects, Games, Activities* by David King, Wiley, 1997)
- Storyteller animal mask (*The Kids' Multicultural Art Book* by Alexandra Terzian, Williamson, 1993)

Activities

Use *Earthmaker's Lodge* edited by Barrie Kavasch (Cobblestone, 1994) for good ideas related to North American folklore, food, and activities. Discuss some of the following topics with program participants.

- Various tribes in North America, their different clothing, languages, and games
- Native American folktales
- Music and dance
- Potlatch ceremonies and the meaning of totem poles



American Indian Program Ideas II

Ages: Adapt for primary and middle grades

Additional materials, which can be mixed and matched with the preceding program suggestions, are described here. They focus primarily on Wisconsin tribes, but other tribes also are included. You might like to begin by introducing an unfamiliar language. Use *My Ojibwe Name is...* (Minneapolis Board of Education, 1978) or *Awnen Niin: 20 Guess Who Animal Rhymes in English and Ojibwe* (Minneapolis Board of Education, 1978). Even better, invite an American Indian neighbor to teach some basic words to your program participants.

Explore Indian culture with *ABCs the American Indian Way* by Richard Red Hawk (Sierra Oaks, 1988) in which each letter of the alphabet introduces one aspect or cultural element of American Indian nations.

Enjoy *Lightening Inside You and Other Native American Riddles* by John Bierhorst (Morrow, 1992).

Use the illustrations in Carl Waldman's *Encyclopedia of Native American Tribes* (Facts on File, 1988) to help children realize distinctions between different tribes in the styles of their traditional homes.

Provide *Native American Rock Art: A Petroglyph Stamp Kit for All Ages* by Judith Dupre (Chronicle, 1997) and allow time for children to make patterns with the stamps. An informative guide accompanies the 24 rubber stamps and ink pad. Each stamp features a symbol used in rock art carvings in North America. The guide describes who used the symbol, the region where it is found, and its meaning. The guide also explains the spiritual or ceremonial meanings of many of the symbols.

Stories to share

Steptoe, John (reteller). *The Story of Jumping Mouse*. Mulberry, 1972

Use a flannelboard to tell this Plains Indians legend of how the gifts of Magic Frog and Jumping Mouse's hopeful and unselfish spirit bring Jumping Mouse finally to the Far-Off Land where no mouse goes hungry.

Osofsky, Audrey. *Dreamcatcher*. Orchard, 1992

An Ojibway baby sleeps on its cradleboard, while a dreamcatcher hangs above. The dreamcatcher's web will catch and hold bad dreams to prevent them from disturbing the baby's sleep while a hole in its center allows good dreams to flow through it. The floral patterns, clothing, and other objects illustrated by Ed Young allude to the cultural history of the Ojibway people. Show your audience a sample dreamcatcher; those by Native Americans can be purchased at the Winnebago Indian Museum in Wisconsin Dells, other museums, and at most powwows.

Blood, Charles, and Martin Link. *The Goat In The Rug*. Macmillan, 1976

A goat watches the process of Navajo rug making from the time he is sheared, to the dying of his fleece, to the spinning of the yarn, to the final weaving on the loom. Small images on the front and back pages can be used to make sequence cards to retell the steps in making a rug. Invite a local weaver to bring in a small loom for a demonstration. If someone in your community collects Navajo rugs, arrange to borrow several to display in a locked exhibit case.

Books to share about food (Share samples of the foods, too!)

Hunter, Sally. *Four Seasons of Corn: A Winnebago Tradition*. Lerner, 1996

The Importance of the Sugar Maple Tree to the Woodland Indians. Wisconsin Department of Public Instruction, Bulletin #0490

Maple Sugar Harvesting. Minneapolis Public Schools, 1979

Martinson, David. *Real Wild Rice*. Duluth Indian Education Advisory Committee, 1975

Martinson, David. *Shemaythe Bird of the Sugarbush*. Duluth Indian Education Advisory Committee, 1975

Regguinti, Gordon. *The Sacred Harvest: Ojibway Wild Rice Gathering*. Lerner, 1992

Teacher's Guide to Maple Sugar. Duluth Indian Education Advisory Committee, 1975

Wild Rice Harvesting Teacher's Guide. Anishinabe Reading Materials, Duluth MN, 1984

Wittstock, Laura. *Ininatig's Gift of Sugar: Traditional Native Sugarmaking*. Lerner, 1993

Books to share about powwows and dance

Ancona, George. *Powwow*. Harcourt, 1993

Braine, Susan. *Drumbeat...Heartbeat: A Celebration of the Powwow*. Lerner, 1995

Carufel, Don. *Pizza, Popcorn & Powwow*. Lac du Flambeau Chippewa Museum and Cultural Center, n.d.

Crum, Robert. *Eagle Drum: On The Powwow Trail with a Young Grass Dancer*. Four Winds, 1994

Rendon, Marcie. *Powwow Summer: A Family Celebrates the Circle of Life*. Carolrhoda, 1996

Books to share about contemporary life

Hartman, Karen. *Dream Catcher: The Legend, the Lady, The Woman*. Weeping Heart, 1994

Hoyt-Goldsmith, Diane. *Arctic Hunter*. Holiday, 1992

Hoyt-Goldsmith, Diane. *Cherokee Summer*. Holiday, 1993

Hoyt-Goldsmith, Diane. *Pueblo Storyteller*. Holiday, 1991

Keeshig-Tobias. *Bineshiinh Dibaajmowin / Bird Talk*. Sister Vision, 1991

King, Sandra. *Shannon: An Ojibway Dancer*. Lerner, 1993

Lourie, Peter. *Everglades: Buffalo Tiger and the River of Grass*. Boyds Mills, 1994

Peters, Russell. *Clambake: A Wampanoag Tradition*. Lerner, 1992

Roessel, Monty. *Kinaalda: A Navajo Girl Grows Up*. Lerner, 1993

Roessel, Monty. *Songs from the Loom: A Navajo Girl Learns to Weave*. Lerner, 1995

Scott, Ann. *On Mother's Lap*. Clarion, 1972

Swentzell, Rina. *Children of Clay: A Family of Pueblo Potters*. Lerner, 1992

Watkins, Sherrin. *White Bead Ceremony*. Council Oak, 1994

Wheeler, Bernelda. *I Can't Have Bannock, But the Beaver Has a dam*. Pemmican, 1984

Yamane, Linda. *Weaving a California Tradition: A Native American Basketmaker*. Lerner, 1996

Legends to share

Begay, Shonto. *Ma'ii and Cousin Horned Toad: A Traditional Navajo Story*. Scholastic, 1992

Bruchac, Joseph. *Children of the Longhouse*. Dial, 1996

Ehlert, Lois. *Mole's Hill*. Harcourt, 1994

Goble, Paul. *The Girl Who Loved Wild Horses*. Macmillan, 1978

Goble, Paul. *Iktomi and the Buzzard*. Orchard, 1994

Goble, Paul. *The Return of the Buffaloes: A Plains Indian Story about Famine and Renewal of the Earth*.

National Geographic Society, 1996

Larry, Charles. *Peboan and Seegwun*. Farrar, Straus, 1993
 LeGarde, Amelia. *Aseban the Ojibwe Word for Raccoon*. Duluth Indian Education Advisory Committee, 1978
 Littlechild, George. *How Birch Tree Got Its Stripes*. Fifth House, 1988
 Rodanas, Kristina. *Dragonfly's Tale*. Clarion, 1991
 Ross, Gayle. *The Legend of the Windigo: A Tale from Native North America*. Dial, 1996
 San Souci, Robert. *Sootface: An Ojibwe Cinderella Story*. Doubleday, 1994
 Yerma, Leo. *Last Leaf First Snowflake to Fall*. Orchard, 1994

Back to Basics, with a Global Point of View

Ages: Adaptable for any age group

Plan a day around alphabets and numbers from as many cultures as you can. Introduce some of the books recommended below. Depending on the age range of your audience, incorporate practice in writing, pronouncing, and calculating. Use the abacus activity found in the Crafts section of this chapter.

Counting

Bang, Molly. *Ten, Nine, Eight*. Carolrhoda, 1989

A young African American girl and her father count backward from ten to one as they prepare the child to go to sleep.

Bruchac, Joseph, and Jonathan London. *Thirteen Moons on Turtle's Back: A Native American Year of Moons*. Philomel, 1992

Many Native American nations give descriptive names to the months of the year.

This book features the names for thirteen months and a short verse about the features of each month. Four of the nations featured live in Wisconsin—Ojibway, Menominee, Potawatomi, and Ho-Chunk.

Clifton, Lucille. *Emeka's Gift: An African Counting Story*. Holt, 1973

This photo essay is a counting story that follows a young boy as he passes various objects on the way to his grandmother's house. The boy lives in an Igala village in Nigeria. Sidebars provide information on the items and activities featured in the story.

Dee, Rudy. *Two Ways to Count to Ten: A Liberian Folktale*. Holt, 1988

King Leopard announces that the animal who wants to be the next king must throw his spear into the air so high that the animal can count to ten before it comes down. Many animals try, but Antelope wins by counting by twos to ten. King Leopard admires his intelligence and admits there are many ways to count to ten.

Dunham, Meredith. *Numbers: How Do You Say It?* Lothrop, Lee. 1987

The words for the numerals one through ten are given in English, French, Spanish, and Italian.

Feelings, Muriel. *Mojo Means One*. Dial, 1971

This counting book uses Swahili, a widely spoken language in East Africa. Each page is devoted to a numeral from one to ten and includes information about African culture. The Swahili pronunciations are given for all the numbers.

Haskins, Jim. *Count Your Way Through Africa*. Carolrhoda, 1989

This is just one of a Carolrhoda series written by Haskins that uses the numbers from one to ten in a native language to introduce information about history and culture of various places around the world. Other books in the series are devoted to Brazil, Canada, China, France, Germany, Greece, India, Ireland, Israel, Italy, Japan, Korea, Mexico, Russia, and the Arab World.

Trinca, Rod, and Kerry Argent. *One Woolly Wombat*. Kane/Miller, 1982

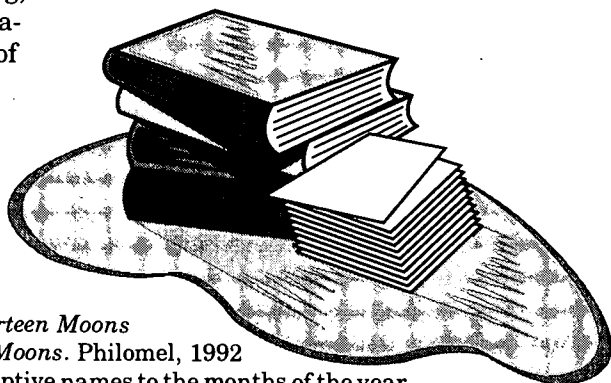
Fourteen animals from Australia are described in rhyme in this counting story from Down Under.

Wiese, Kurt. *You Can Write Chinese*. Viking, 1945

The numbers one through ten are written in Chinese along with their translations. The book is more than 50 years old, so be aware of dated and stereotypical clothing in the illustrations.

Zaslavsky, Claudia. *Count on Your Fingers African Style*. Crowell, 1980

Finger counting is used for communication of price and quantity in an East African market place.



Cultural ABCs

Bond, Jean Carey. *A is for Africa*. Watts, 1969

The author selected photographs that represent her Nigerian heritage but also are common in other African countries.

Bove, Linda. *Sign Language ABC*. Random, 1985

The hand signs used by people who are deaf are given for the letters of the alphabet.

Chaplin, Susan. *I Can Sign My ABCs*. Gallaudet University, 1986

The hand signs for each letter of the alphabet as used by people who are deaf are shown.

Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet*. Dial, 1974

A word is provided in Swahili for each letter in the Swahili alphabet along with the English translation. Explanations for each object or word introduce an East African custom.

Fife, Dale. *Adam's ABC*. Coward, 1971

This book follows an urban African American child through his day. All the people pictured also are African American, but the letters describe things any American child might see such as A for Apartment; G for (Subway) Grating; V for Velvet Dress, and Y for Yawn.

Grimes, Nikki. *C is for City*. Lothrop, Lee, 1995

The sights and sounds of a multicultural neighborhood in Manhattan are reflected here, and readers are invited to look for specific objects in each picture.

Harrison, Ted. *A Northern Alphabet: A is for Arctic*. Tundra, 1982

Each letter introduces an element of life in the Arctic.

Lee, Huy Voun. *At the Beach*. Henry Holt, 1994

Xiao Ming practices his Chinese writing on the beach. On each page, the symbol Xiao writes in the sand is reflected in the illustrations to make the connection between the symbol and what it represents.

Margalit, Avishai. *Hebrew Alphabet Book: Me-Alefad Tav*. Funk & Wagnalls, 1968

This introduction to the Hebraic alphabet pairs each letter with a Hebrew word along with the pronunciation of the word.

Martin, Mary Jane. *From Anne to Zach*. Boyds Mills, 1996

Active, brown-skinned American children give their names and every third child tells a little about himself or herself.

Musgrove, Margaret. *Ashanti to Zulu*. Dial, 1976

This alphabet matches letters to things from the cultures and traditions of 26 African people.

Owens, Mary Beth. *Caribou Alphabet*. Dog Ear, 1988

The characteristics and life of caribou in Alaska and northern Canada are depicted.

Raimondo, Lois. *The Little Lama of Tibet*. Scholastic, 1994

This is an illustrated biography of Ling Rinpochey, the young Buddhist monk who will be the next leader of the Tibetan people. The Tibetan alphabet is reproduced at the end of the book.

Red Hawk, Richard. *ABCs the American Indian Way*. Sierra Oaks, 1988

Each letter of the alphabet represents the first letter of something from the tradition of a Native American nation, and a brief explanation is provided.

Roop, Peter, and Connie Roop. *Ahyoka and the Talking Leaves*. Lothrop, Lee, 1992

Ahyoka helps her father, Sequoyah, with his efforts to create a writing system for his people.

Sardegna, Jill. *K is for Kiss Good Night: A Bedtime Alphabet*. Yearling, 1994

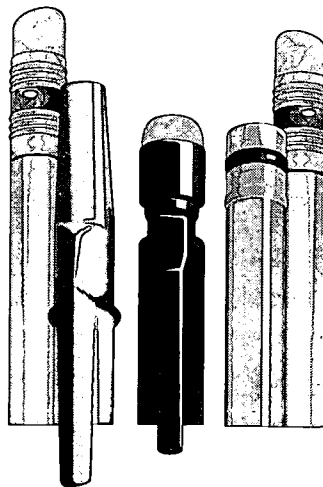
Each letter of the alphabet is used to introduce an event related to going to sleep at night. The families illustrated are multicultural.

Tapahonso, Luci, and Eleanor Schick. *Navajo ABC: A Diné Alphabet*. Macmillan, 1995

Each letter of the alphabet is tied to something of importance in Diné culture. Some letters like "t" are represented by words used in English ("turquoise," itself a word derived from Old French), other words are Diné in origin.

Wiese, Kurt. *You Can Write Chinese*. Viking, 1945

This book introduces children to the concept that characters represent whole words in Chinese instead of having letters that combine to spell words. The illustrations for the symbols accurately convey how the character is a "picture" of the word it represents. Be aware of the dated and stereotypical clothing worn by the children in this volume, which is more than 50 years old.



Doll Stories with International Flair I

Ages: Preschool and primary grades

Teach the children "Flopsy Flora," a fingerplay about a girl who acts just like her rag doll; it can be found in *Everyday Circle Times* by Liz and Dick Wilmes (Building Blocks, 1983). They also will enjoy the action verse "Dolly Molly" in *Move Over Mother Goose* by Ruth Dowell (Gryphon, 1987). You may wish to invite children to bring their favorite doll or stuffed animal toy to this program.

Put up a display of several nesting dolls (matreshkas). Use a set of the dolls to tell "Naughty Marysia" in *The Story Vine* by Anne Pellowski (Macmillan, 1984). Tell, rather than read, the stories in *Matreshka* by Becky Ayres and *The Wooden Doll* by Susan Bonners; the two books are included in the list below. Demonstrate how to make a handkerchief doll; directions are in *The Story Vine*.

Give the children copies of the paper dolls activity found in the Crafts section of this chapter.

Two traditional fingerplays to use with this program are noted here. A selection of books for this age group is listed.

"Cup of Tea"

Here's a cup and here's a cup, (Make fists with each hand)
And here's a pot of tea. (Put up thumbs to make a spout)
Pour a cup and pour a cup, (Pretend to pour with each hand)
And have a cup with me. (Offer cup to a doll or live friend)

"Dolly and I"

Here's a bowl of milk, (Cup hands)
Here's an orange round, (Form circle with fingers and thumbs)
Here's a dinner plate, (Form larger circle)
Knives and forks are found. (Clasp fingers inwards)
Here's a good strong table (Use fingers for legs)
For me and Dolly Mabel, all dressed in pink
Our milk we now will drink (Pretend to drink)
As nicely as we're able.



Books

Ayers, Becky. *Matreshka*. Doubleday, 1992

A Russian nesting doll helps a little girl escape from the witch Babba Yaga by having each small doll hop out at just the right time.

Ayer, Jacqueline. *Little Silk*. Harcourt, 1970

A Chinese doll lives unhappily in a closet in Hong Kong with a noisy family who ignores her. When she is taken in a carrier to the market, she falls to the ground and a farmer picks her up. He takes her to the country and gives her to a child who values her.

Bonners, Susan. *The Wooden Doll*. Lothrop, Lee, 1991

In this story from Eastern Europe or Russia, Stephanie wants to play with the large wooden babushka doll her grandfather keeps on a shelf. When she takes it without permission, her grandfather explains why it is so special to him.

Cohen, Barbara. *Molly's Pilgrim*. Lothrop, Lee, 1983

Molly's classroom assignment is to dress a doll like a Pilgrim. She explains what a Pilgrim is to her mother, who dresses the doll to look like Molly when she left Russia to escape religious persecution as a Jew. (The book is rather long for preschoolers, but can work if paraphrased.)

McKissack, Patricia. *Nettie Jo's Friends*. Knopf, 1989

Nettie Jo, an African American girl, wants to take her doll, Annie Mae, to the wedding in which she is a flower girl. Her mother says that Annie Mae can go only if Nettie Jo makes her a new dress, but she has to find her own needle.

Pellowski, Anne. *Nine Crying Dolls*. Philomel, 1980

In this story with roots in Poland, an epidemic of crying in the village is set off when a mother tries to stop her own baby from crying.

Polacco, Patricia. *Babushka's Doll*. Simon & Schuster, 1990

A spoiled child makes unreasonable demands on her grandmother in this story set in Eastern Europe or Russia. The grandmother allows the girl to play with a doll she says she played with only once. When the grandmother leaves, the doll comes to life and becomes more demanding and unreasonable than the little girl had been. When Grandmother returns, the girl gives her the doll and says once is enough to play with it.

Pomerantz, Charlotte. *The Chalk Doll*. Lippincott, 1989

Rose is a child who owns many toys. When she has a cold and must stay in bed, she asks her mother to tell stories about her life in Jamaica. Among them is one about a favorite rag doll she made for herself by tracing the pattern on fabric with chalk. Another story is about a store-bought doll with a chalk head given to her by a rich family when the doll's nose was broken and an arm was missing. Rose asks her mother to help her make a rag doll.

Rupert, Rona. *Straw Sense*. Simon & Schuster, 1993

The story is set in South Africa. Traumatized by a fire that apparently left him an orphan, a young boy does not speak; he only shakes his head for yes and no. He is cared for by his aunt who knows he is intelligent and sends him on errands. He is befriended by an old man who is making a family of scarecrow dolls for his strawberry fields. The boy speaks for the first time when he is properly introduced to the child doll.

Tews, Susan. *The Gingerbread Doll*. Clarion, 1993

Grandmother tells the story of a doll she had during the Depression in Wisconsin. Full of hope, a family with seven children moved onto a farm. When hail damaged the crops, the children got small gifts wrapped in brown paper and string for Christmas, and Rebecca knew she would not get the china doll she wanted. However, she does receive Button Marie, a doll made of gingerbread and dressed in clothes. Eventually the gingerbread breaks, but Rebecca saves her clothes and treasures them as much as any "better" dolls she receives in other years.

Doll Stories with International Flair II

Ages: Middle grades

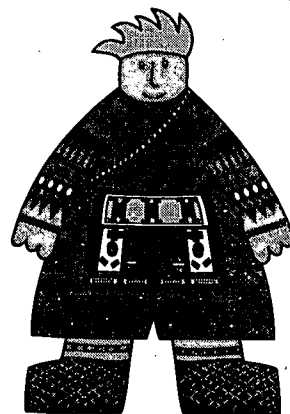
Plan a special day with a guest speaker for children in 3rd through 6th grade. Appeal to their reading skills by booktalking several of the books included on the recommended list below. Appeal to their maturity by inviting them to hear a local doll collector or doll maker talk about his or her hobby; be sure the speaker is willing to bring a selection of the most interesting dolls. If a semi-permanent display of dolls from various parts of the world can be arranged for a locked exhibit case, so much the better.

Another option might be to have a special craft day. Use *How To Make Cornhusk Dolls* by Ruth Wendorff (Arco, 1973) or the 1997 *Wisconsin Summer Library Program Manual, Zap into the Past* for instructions on making cornhusk dolls.

Older children may also be interested in learning more about doll festivals. Invite them to do some research and present their findings to a younger group or to an adult audience. If you are aware of individuals in your community who can be interviewed about these celebrations, invite them to work with the researchers. One such festival is observed in India; it is called the Dassivah Festival and lasts for nine days. Children wear their best clothes and dress their dolls to look like their parents. Japan has a festival called the Peach-Blossom or Japanese Doll Festival held every year on the third of March. For three days Hina dolls are put on display. The oldest daughter in a family receives her first Hina doll when she is born and others on each birthday. A complete set consists of 15 dolls that are displayed in a specified order from the noble husband and wife to the servants. Girls dress in their best clothes and are hostesses to guests; they serve miniature food on miniature plates and tea sets.

Introduce *Dolls* by Vivian Werner (Byron Preiss, 1989), a guide written for middle and upper grades. Illustrations and photos of many of the dolls mentioned are included, and there are sections on dolls from around the world. A glossary and index are provided.

Provide materials for making the Guatemalan worry dolls described in the Crafts section of this chapter.



Books

Clare, Helen. *Five Dolls and The Duke*. Prentice-Hall, 1963

This is one of a series involving the five dolls in various adventures. When Elizabeth hears the dolls in her doll house talking, she magically turns herself small to join them. They are treated to a visit by the Duke of Cranberry. An earthquake occurs when Elizabeth's brother shakes the doll house!

Coatsworth, Elizabeth. *All-of-a-Sudden Susan*. Macmillan, 1974

Susan receives a 200-year-old doll from a family friend. Only Susan knows the doll can talk. During a storm and the resulting flood, Susan and Emilida ride out their adventures clinging to a tree limb.

Cohen, Barbara. *Molly's Pilgrim*. Lothrop, Lee, 1983

Molly's assignment is to dress a doll like a Pilgrim. She explains what a Pilgrim is to her mother who dresses the doll to look like Molly when she left Russia to escape religious persecution as a Jew. (Although the book has many illustrations, it is quite long and perhaps too complex in context for young children, those who are able to read on their own will get the most from it.)

Dicks, Terrance. *Sally Ann on Her Own*. Simon & Schuster, 1992

Sally, the rag doll, gets a new home in a day care center. When two men appear and say they are day care inspectors, she is suspicious. The men threaten to close the center because of rule violations. Then Sally breaks the toys' code about not talking to humans and helps formulate a plan to catch the crooks.

Jane, Pamela. *Noelle of the Nutcracker*. Houghton Mifflin, 1986

A young girl named Ilyana is an aspiring ballerina. When she sees a ballerina doll in a shop window she wants the doll more than anything else. Unfortunately, a rich girl decides to get the doll, although she doesn't really care for it, just to make sure Ilyana won't have it. The two girls dance in The Nutcracker ballet together and the doll is selected to be the gift given the character, Clara.

Mann, Peggy, and Katica Prusina. *A Present for Yanya*. Random, 1975

Based on an incident that happened in Yugoslavia after World War II, this book is about a young girl from a very poor family who falls in love with a doll in a shop window. She earns the money to buy the doll by selling vegetables and wooden graters.

Paulson, Gary. *Dunc's Doll*. Yearling, 1992

When a doll that once belonged to the daughter of Charles Dickens disappears, boy detectives, Dunc and Amos, set out to find the thieves. Their adventures include a run-in with a vicious watchdog. Even boys will find this book worth reading.

Whitney, Thomas (translator). *Vasilisa the Beautiful*. Macmillan, 1970

In this Russian tale, the doll in Vasilisa's pocket faithfully performed tasks Vasilisa could never have done alone.

Stover, Marjorie. *When the Dolls Woke*. Scholastic, 1985

Gail inherits a doll house that belonged to her mother. A family of dolls who live in the house try to talk to her and tell her about a hidden treasure.

Taylor, E.J. *Ivy Cottage*. Knopf, 1984

Violet is a rag doll who lives with Miss Biscuit in England. Violet acts and is treated as a real child. Miss Biscuit announces a move to a cottage in the country, and the two have some stressful adventures getting there. Once settled, Violet becomes lonely. Miss Biscuit creates Ruby Buttons, another rag doll, as a companion for Violet. (Although this is in picture book format, it is too long a story for most young children.)

Tregarthen, Enys. *The Doll Who Came Alive*. Day, 1972

A girl in Cornwall, England, receives a wooden doll made in Holland from a stranger when she promises to love it until it comes alive. When it comes to life, the doll and the girl have many adventures together including playing with fairies.

Waugh, Sylvia. *The Mennyns*. Greenwillow, 1993

This is one in a series of books about a doll family living in a doll house and trying to prevent anyone from knowing the dolls can talk and move.

Drums: The Heartbeat of Cultures and Generations

Ages: All

Adapt this program for children of any age or as an evening family event. Drums have played an important role in many cultures. Their rhythms establish an atmosphere, reflect emotions, help tell stories, and sometimes convey specific messages. Use recordings to present drums in various types of music. Borrow as many different types of drums as possible. Invite experts to perform on them and give audience members an opportunity to try them out.

Use *Tales Alive!* by Susan Milord (Williamson, 1994) for ideas on how to make drums from terracotta flower pots. The book also includes a drum tale from India.

In addition to drums, display other musical instruments, especially percussion instruments, from different cultures. Share these recommended books and display additional fiction and nonfiction.

Books

Aardema, Verna (translator and reteller). *The Riddle of the Drum: A Tale from Tizapan, Mexico*. Four Winds, 1979

Coleman, Evelyn. *To be a Drum*. Whitman, 1997

Paker, Josephine. *Beating the Drum*. Merlion, 1992

Fashion Statements

Ages: Adapt for preschool through middle grades

An excellent resource as you plan this program on clothing, appearance, fabrics, and quilts is Jan Irving and Robin Currie's *Glad Rags: Stories and Activities Featuring Clothes for Children* (Libraries Unlimited, 1987). One of its chapters is called "Long Ago and Far Away," which includes many songs, chants, and poems about clothing worn in different parts of the world. Use the prop story "Grandmother's Kimono" and the action rhyme "Walk in My Shoes."

A tangram story based on Chinese legend, "Discovery of Silk," is found in *Story Puzzles: Tales in the Tangram Tradition* by Valerie Marsh (Alleyside, 1996). Tangram patterns are found in the Crafts section of this chapter.

Tell or read "The Tailor," a traditional Jewish story in which a tailor continually cuts down a piece of clothing to make something smaller until there is just enough left to tell a story. Versions are found in Nancy Schimmel's *Just Enough to Make a Story: A Sourcebook for Storytelling* (Sisters Choice, 1992), Naomi Baltuck's *Crazy Gibberish* (Linnet, 1993), and Steve Sanfield's *Bit by Bit* (Philomel, 1995).

Tell "Grandmother's Aprons: A Quilt Story" from *The Family Storytelling Handbook* by Anne Pellowski (Macmillan, 1987). Invite a quilter in your community to exhibit samples of his or her work. Local families also can be invited to display quilts that have been passed down through generations in their families; some may even have come to the United States with the original immigrants in those families.

Show pattern samples available from Trend, P.O. Box 64073, St. Paul, MN 55164; (800-328-5540); each comes with an explanation of why the pattern is important in its cultural setting. Included are a Hmong story cloth, Japanese kimono, Scottish tartan, Guatemalan cloth, Navajo blanket, Indonesian batik, Czechoslovakian embroidery, West African kente cloth, Turkish kilim, Indian bandhani, and Mexican embroidery.

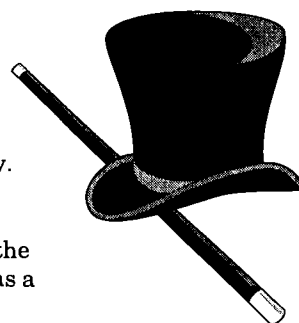
If you will be presenting books about Hmong story cloths, try to have one available for examination. Invite members of a Hmong family to describe this tradition. If you will be presenting books about Kente cloth, you may be able to find printed patterns (not woven as in Africa) of cloth in fabric stores. African American neighbors can be invited to share stories associated with Kente cloth. See the Adrinkra sponge stamp patterns in the Craft section of this chapter; they are based on Ghanaian designs. See the Vietnamese wall hanging instructions in the Crafts section of this chapter.

Display the books suggested here and choose several to share with the audience.



Books to share about clothing and appearance

- Barber, Barbara. *Saturday at the New You*. Lee and Low, 1994
A young African American girl styles her doll's hair while she watches her mother work in her beauty salon.
- Cisneros, Sandra. *Hairs/Peitos*. Knopf, 1994
A young girl lovingly describes the hair of every member of her family. The text is in both English and Spanish.
- DePaola, Tomie. *Charlie Needs a Cloak*. Prentice-Hall, 1973
A shepherd shears his sheep, cards and spins the wool, weaves and dyes the cloth, and sews a beautiful new red cloak for himself. (Also available as a video.)
- Howard, Elizabeth. *Aunt Flossie's Hats (And Crab Cakes Later)*. Clarion, 1990
Two young African American girls love visiting their great aunt and trying on all her old hats. She tells them a story that goes with each of her hats. They enjoy the stories and the crab cakes served later.
- Mitchell, Margaree. *Uncle Jed's Barber Shop*. Scholastic, 1993
When a child needs an operation, Uncle Jed donates his life savings to pay for it. He continues opting to help his family and delaying purchase of a shop of his own.
- Matsuno, Masako. *A Pair of Red Clogs*. World, 1960
A Japanese grandmother remembers her childhood and wearing a special pair of red, lacquered wooden clogs—and the accident that befell them.
- Moore, Inga. *Fifty Red Night-Caps*. Chronicle, 1988
Here is another version of a traditional tale also told in Slobodikina's more familiar *Caps for Sale*.
- Morris, Ann. *Hats, Hats, Hats*. Mulberry, 1989
Full-color photographs of hats worn around the world fill this volume. In the back of the book are short descriptions of each of the 29 hats pictured and the countries where they are worn.
- Morris, Ann. *Shoes, Shoes, Shoes*. Lothrop, Lee, 1995
Full-color photographs highlight shoes from different countries around the world. The text is simple and talks about shoes in general. There is an index to the types of shoes shown and the countries in which they are worn. Shoes shown include moccasins (Canada), wooden sabots (Spain), mules (Morocco), and Wellington or "wellies" (England).
- Oberman, Sheldon. *The Always Prayer Shawl*. Boyds Mills, 1994
Adam and his family leave Czarist Russia and travel to the United States. As a parting gift, Adam's grandfather gives him his prayer shawl, which was given to him by his grandfather, whose name was Adam. Eventually, Adam grows up, marries, and becomes a grandfather himself. He gives the prayer shawl to his own grandson, who promises to pass it to his grandson someday.
- Pinkney, Jerry. *New Shoes for Silvia*. Scholastic, 1993
Silvia, who lives in Mexico, receives new red shoes by mail from her aunt. The shoes are too big, and Silvia tries them on each day hoping they will fit. She finds other uses for them while she waits.
- Rohmer, Harriet. *Uncle Nacho's Hat: A Folktale from Nicaragua / El Sombrero del Tio Nacho: Un Cuento de Nicaragua*. Children's, 1989
This bilingual tale revolves around a man who has trouble getting rid of his old hat after his niece gives him a new one.
- Rowland, Della. *A World of Shoes*. Calico, 1989
Among the shoes described in this small book are mukluks (Canada), geta (Japanese clogs), babouches (Morocco), and klompen (Dutch wooden shoes).
- Slobodikina, Esphyr. *Caps For Sale*. Scott, 1940 and other editions
A peddler carries caps on his head as he walks from town to town. When he falls asleep under tree, monkeys in the tree steal his caps. They mimic every action he takes so that when he throws his own cap to the ground in frustration, they all throw down their hats, too.
- Wallace, Barbara. *Argyle*. Abingdon, 1987
A Scottish sheep named Argyle begins to eat hundreds of tasty flowers he finds one day. The unusual diet makes him produce rainbow-colored wool. When his mistress uses the wool to make socks, they come out in an Argyle plaid pattern.
- Weil, Lisl. *The Foolish King*. Macmillan, 1982
This adaptation of Hans Christian Andersen's "The Emperor's New Clothes" has an international flavor as King Panache dreams of and discards a lush array of costumes from all over the world.
- Westerberg, Christine. *The Cap that Mother Made*. Prentice-Hall, 1977
Anders' mother makes him such a wonderful stocking cap that everyone wants it, including the king in this Swedish tale.



Books to share about fabric in various forms

Angelou, Maya. *Kofi and His Magic*. Clarkson, 1996

Seven-year-old Kofi lives in Bonwire, a West African village known for its Kente cloth. Kofi likes to weave and as he does he imagines himself transported to places all over Africa. The book's photographs illustrate the places he visits in his mind as well as his life.

Blood, Charles, and Martin Link. *The Goat in the Rug*. Macmillan, 1976

A small goat watches the process of the weaving of a Navajo rug from the time his hair is shorn, dyed, spun, and finally woven on a loom into a beautiful rug. The end pieces of the book are illustrated to show each step in the rug-making process. They can be copied and used to lay out the sequence of events in the story.

Castañeda, Omar. *Abuela's Weave*. Lee and Low, 1993

Esperanza's grandmother is a Mayan elder known for making beautiful tapestries in rural Guatemala. However, it is Esperanza who sells the tapestries at market because her grandmother is afraid her facial birthmark will discourage customers. Cultural details are included in both the text and illustrations.

Cha, Dia. *Dia's Story Cloth: The Hmong People's Journey to Freedom*. Lee and Low, 1996

Dia receives an embroidered cloth that tells the story of her family's escape from Laos. Her aunt made the cloth for Dia to help her understand and stay connected to her culture. The story cloth, or *pa'ndau*, tells about farm life the Hmong lived in Laos, the upheaval of the Vietnam War, and other elements of Hmong history, culture, and artistic traditions. The book is illustrated with photographs of sections of the story cloth.

Chocolate, Debbi. *Kente Colors*. Walker, 1996

Kente cloth was made traditionally in Ghana and Togo in Africa. At one time it was worn only by royalty, but is now the national costume of Ghana. The art of the weaving was handed down from one generation to another. The colors are symbolic.

Dorros, Arthur. *Tonight is Carnaval*. Dutton, 1991

A child from Peru describes family and community preparations for a three-day carnival. The illustrations for the stories are photographs of *arpilleras*, sewn folk-art pictures made by women in Peru. At the end of the book there is an explanation of how they are made.

Ehlert, Lois. *Mole's Hill*. Harcourt, 1994

Ehlert's artwork in this book was inspired by decorative beadwork and ribbon applique patterns done by Woodland Indians. It is a Seneca tale of Fox, Skunk, and Raccoon who want to make a path to a pond, but mole's hill is in their way.

Field, Dorothy. *In The Street of the Temple Cloth Printers*. Vancouver, 1996

In an old section of Ahmedabad, India, families who have traditionally made temple cloths, live and work together. Temple cloths are stamped with wood blocks.

Grifalconi, Ann. *Osa's Pride*. Little, Brown, 1990

Osa is a very proud young girl living in the Central African village of Tos. She holds on to the idea that her father will return even though her family tries to explain that he will not come back. Her grandmother uses a storycloth to help Osa see that her pride is hurting her.

McKissack, Patricia. *Ma Dear's Aprons*. Atheneum, 1997

Based on real events in the life of McKissack's great-grandmother, this story tells how David Eark can tell what day it is by the apron his mother is wearing. Each day she wears a different apron suited to the work she has to do that day. The loving relationship between this African American mother and her son is expressed in the activities they share.

Mitchell, Rhonda. *The Talking Cloth*. Orchard, 1997

Amber loves visiting Aunt Phoebe who shows her many things that hold the history of her family. Many of the objects come from Africa, including the "talking cloth" or (*adinkra*) from Ghana. Every symbol and color in the cloth has a special meaning.

Shea, Pegi. *The Whispering Cloth*. Boyds Mills, 1995

Mai and her grandmother live in a Hmong refugee camp in Thailand waiting for the day they can join relatives in the United States. She watches the adult women make embroidered story cloths called, *pa'ndau*. Her grandmother tells her that she can make a cloth when she has a story to tell. Mai's first cloth tells the story of her family's escape from Laos. Illustrations are photographs of an actual *pa'ndau*. Mai's story ends showing her making snowmen with her cousins, swimming in the ocean, and sleeping under a canopy bed.

Sola, Michele. *Angela Weaves a Dream: The Story of a Young Maya Artist*. Hyperion, 1997

Photographs show how Angela, a contemporary girl in Mexico, weaves the traditional patterns of her Mayan heritage.

Walker, Barbara. *New Patches for Old: A Turkish Folktale*. Parents, 1974

Hasan needs his new trousers shortened, but his wife, mother, and daughter do not have time to help him.

Ziefert, Harriet. *A New Coat for Anna*. Knopf, 1986

After World War II in Eastern Europe, Anna's mother cannot afford a new coat for her daughter, but through clever bargaining, she is finally able to obtain one. She trades a watch for the wool, a lamp to have it spun, a necklace to have it woven, and a teapot to have a tailor cut and sew the cloth for Anna.

Books to share about quilts

Feder, Paula. *The Feather-Bed Journey*. Whitman, 1995

Grandma tells Rachel and Lewis about the feather pillow she treasures. She explains that it was once part of a feather bed shared by five children in Poland before the Holocaust. A farmer who helped save her life later sent her the remnants of the bed once she was safely in America.

Flournoy, Valerie. *The Patchwork Quilt*. Dial, 1985

An African American grandmother tells Tanya, "A quilt won't forget. It can tell your life story." Grandma works on her quilt until she gets sick; then Tanya and her mother continue it for her. The quilt contains the fabric of the whole family.

Guback, Georgia. *Luka's Quilt*. Greenwillow, 1994

A grandmother promises to make a quilt for her granddaughter, but they have very different ideas of how it should look and the colors that should be in it. Grandmother makes a traditional Hawaiian-style quilt which does not please Luka. A compromise makes them both happy.

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*. Dragonfly, 1993

As a slave Clara learns to sew. She also hears about maps and discovers a way to create a patchwork quilt that can be used by slaves to find their way to the north and freedom with the help of the Underground Railroad. Clara eventually escapes but leaves the quilt behind so that others can follow.

Mills, Lauren. *The Rag Coat*. Little, Brown, 1991

Neighbor women in Appalachia get together to help each other with quilts for their families during tough economic times. They all donate scraps to make a warm coat for a young girl who has none for the winter. The other children laugh until she points out patches of their favorite blankets and clothes.

Parton, Dolly. *The Coat of Many Colors*. Harper, 1994

In rhymed text, a young American girl learns to take pride in the patchwork coat that her mother made for her. Other children at school tease her about the patches on her clothes, but she tries to explain that she is rich in love from her family even though they have little money.

Polacco, Patricia. *The Keeping Quilt*. Simon & Schuster, 1988

A little girl's only remembrance of her home in Russia is the blue dress and babushka shawl she wears. When she outgrows them, her mother and neighbor women make them into a quilt for her along with pieces from other used clothing. The quilt is used as a table cloth, picnic throw, wedding canopy, wrap to welcome new babies, shawl to warm grandmother, and as a play tent for one generation after another.

Smucker, Barbara. *Selina and the Bear Paw Quilt*. Crown, 1995

Selina is a Mennonite girl at the time of the Civil War when Mennonites refused to join in the fighting. As a result, they were considered disloyal by both the Union and Confederate armies. Many moved to Canada to escape persecution. Selina's grandmother makes her a quilt top when Selina leaves with her parents to join relatives in Canada.

Folktales—Familiar and Not-so-Familiar Variations

Ages: Preschool and primary grades

Some folktales and fairy tales are associated with just one country or culture. Others have parallel versions in other countries and traditions. Plan a day when you can introduce a number of tales. Choose your favorite "standard" tale, then select from the suggested variants described here. Provide as large a display as possible of related books to check out.

Based on the contributions of your colleagues, it appears that Cinderella has the greatest number of variants. The opportunities for extended activities with that story can include coloring shoe pictures or designing unique shoes. Furnish paper, markers, glue, glitter, and ribbon. You also may wish to play "Cinderella, Cinderfella, Who Has Your Shoe?" which is a variation of "Doggie, Doggie Who Has Your Bone?" but played with a shoe.

Cinderella Variations

Climo, Shirley. *The Egyptian Cinderella*. Harper, 1992

Set in Egypt in the 6th century B.C., this version features a slave girl who eventually is chosen by the pharaoh to be his queen.

Climo, Shirley. *The Korean Cinderella*. Harper, 1993

Pear Blossom tries to please her stepmother and stepsister, but cannot. They tell her to fill a jug that has a hole, and a goblin bullfrog helps plug the hole so she can fill it. Sparrows help her when rice is thrown around the yard and Pear Blossom is told to pick up every grain. A giant ox eats all the weeds in a rice paddy that the girl must weed before going to a festival. On the way, she loses a sandal and a nobleman claims her as a bride when he returns it to her.

Coburn, Jewell (adapter), and Tzexa Cherta Lee. *Jouanah: The Hmong Cinderella*. Shen's, 1996

Despite a cruel stepmother's schemes, Jouanah, a young Hmong girl, finds true love and happiness with the aid of her dead mother's spirit and a pair of special sandals.

Cole, Babette. *Prince Cinders*. Putnam, 1987

A fairy grants a small, skinny prince a change in appearance and the chance to go to the Palace Disco.

Compton, Joanne. *Ashpet: An Appalachian Tale*. Holiday, 1994

In this Appalachian variant of the Cinderella tale, Granny helps Ashpet attend the church picnic where she charms Doc Ellison's son but loses one of her fancy red shoes.

Han, Oki, and Stephanie Plunkett (adapters). *Kongi and Potgi: A Cinderella Story From Korea*. Dial, 1996

Although Kongi is treated unfairly by her stepmother and stepsister, she proves she is worthy to become a prince's bride.

Hickox, Rebecca. *The Golden Sandal: A Middle Eastern Cinderella Story*. Holiday, 1998

In this version from Iraq, a merchant's son seeks the rightful owner of a golden sandal.

Hooks, William. *Moss Gown*. Clarion, 1987

A magic gown is given by a gris-gris woman to a girl who has been forced out of the home by her sisters in this tale from the Carolinas in the American South. She is warned that the dress will turn to moss at first light. Her eventual marriage to a wealthy young man leads to her family being reunited.

Jackson, Ellen. *Cinder Edna*. Lothrop, Lee, 1994

Cinderella and Cinder Edna, who live with cruel stepmothers and stepsisters, have different approaches to life; and, although each ends up with the prince of her dreams, one is a great deal happier than the other.

Jacobs, Joseph. *Tattercoats*. Putnam, 1989

The setting for this version is Europe. A nobleman rejects his granddaughter because his daughter died giving birth. She wears rags and roams the countryside; her only friend is a gooseherd. When the prince plans a ball to select a wife, the gooseherd plays his flute in such a way that the prince falls in love with Tattercoats. The prince insists she come to the ball barefoot and in rags accompanied by the gooseherd and his geese. Magically, the girl's clothes are transformed into riches, and she wears jewels and a crown. The geese become pages who carry her train. The gooseherd disappears and the grandfather returns to his lonely castle because he still refuses to accept his granddaughter.

Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China*. Putnam, 1982

After the death of both her natural parents, Yeh-Shen is raised by her stepmother. The stepmother treats her badly and favors her own daughter. Yeh-Shen befriends a fish, but her stepmother kills it and cooks it. Yeh-Shen keeps the fish bones, and they help her whenever she asks. When she asks for clothing to attend a royal party, she is beautifully clothed but warned not to lose her golden slippers. When she rushes away from the ball to avoid being recognized, she loses the slippers, and the fish bones can no longer help her. However, there is a happy ending.

Lum, Darrell. *Golden Slipper: Vietnamese Legend*. Troll, 1994

In this variation on the Cinderella story, a kind-hearted young woman meets her prince with the help of animals she has befriended.

Martin, Rafe. *The Rough-Face Girl*. Putnam, 1992

In this Algonquin Indian version of the Cinderella story, the Rough-Face Girl and her two beautiful but heartless sisters compete for the affections of the Invisible Being. Rough-Face girl is able to see him and becomes his wife.

Minters, Frances. *Cinder-Elly*. Puffin, 1994

In this rap version of the traditional fairy tale, the overworked younger sister gets to go to a basketball game and meets a star player, Prince Charming.

Myers, Bernice. *Sidney Rella and the Glass Sneaker*. Macmillan, 1985

Sidney Rella becomes a football player with a little help from his fairy godfather.

Perlman, Janet. *Cinderella Penguin, or The Little Glass Flipper*. Viking, 1992

In her haste to flee the palace before the Great Fairy Penguin's magic loses effect, Cinderella Penguin leaves behind a glass slipper.

Pollack, Penny. *The Turkey Girl: a Zuni Cinderella*. Little, Brown, 1996

In this Zuni Indian variant of a familiar story, some turkeys make a gown of feathers for the poor girl who tends them so that she can participate in a sacred dance, but they desert her when she fails to return as promised.

San Souci, Robert. *Sootface: An Ojibwe Cinderella Story*. Doubleday, 1994

An Ojibway father has raised his three daughters alone after his wife's death. The two older girls made the youngest do most of the work. After fire has singed her hair and deposited ashes in her face, they call her Sootface. A great warrior lives in a nearby village but all that can be seen of him are his moccasins; he promises to marry the woman who can see him and describe his bow. When Sootface passes the test, the warrior's sister dresses her in new clothes, combs her hair with a magic comb to make it beautiful, and washes away her ashes.

San Souci, Robert. *The Talking Eggs*. Dial, 1989

In this Creole version, the heroine, Blanche, helps an old woman who rewards her with riches and happiness while punishing Blanche's sister for making fun of her.

Schroeder, Alan. *Smoky Mountain Rose: An Appalachian Cinderella*. Dial, 1997

In this variation on the Cinderella story, based on the Charles Perrault version but set in the Smoky Mountains, Rose loses her glass slipper at a party given by the rich feller on the other side of the creek.

Septoe, John. *Mufaro's Beautiful Daughters*. Lothrop, Lee, 1987

In this African tale, the Great King invites all the girls of the kingdom to appear before him so he can choose a queen. Mufaro's two daughters are invited; one is vain and selfish, the other is kind and less self-absorbed. But the King sets up tests for the girls as they travel to his home, and he chooses a worthy queen.

Vuong, Lynette Dyer. *The Brocaded Slipper and Other Vietnamese Tales*. Harper, 1982

The first story in this collection is a Cinderella tale. Like the Chinese tale, it involves a girl (Tam) who is mistreated by her stepmother and sister, and the magical powers of fish bones help her. Beyond the customary happy ending, in this version Tam is killed by the stepmother and sister but reappears in many life forms until she is eventually reunited with her prince.

Emperor's New Clothes Variation

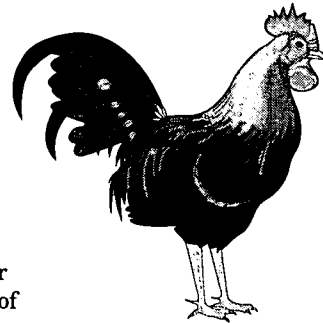
Morris, Winnifred. *The Magic Leaf*. Atheneum, 1987

In this Chinese tale, when a foolish man believes he has become invisible from touching a magic leaf, he sneaks into the mayor's private garden to view the peonies.

Puss in Boots Variation

Namioka, Lensey. *The Loyal Cat*. Harcourt, 1995

Tetsuzan is a holy man who rarely notices the gifts left at his temple. But his new cat Huku has an appetite and magical powers. He proves loyal and smart as he goes about seeking security, wealth, and food for both his master and himself. An end note discusses the Cat Temple of northern Japan.



Forgetful Characters Variations

Birdseye, Tom. *Soap, Soap, Soap: Don't Forget the Soap!* Holiday, 1993

A young boy in Appalachia has problems remembering things. When his mother sends him to the store for soap, he begins by saying "soap" over and over to himself. But as he meets people, he repeats things they say to him and he gets himself in trouble. By chance, he does remember the soap at the end of the story.

Xiong, Blia. *Nine-In-One GRR! GRR!* Children's, 1989

In this Vietnamese tale, Mother Tiger wants to know how many cubs she will have so she sets out to see the sky god Shoa. Shoa promises Tiger she will have nine cubs every year if she can remember the number until she gets back to her den. Tiger has trouble remembering things, so all the way home she sings "nine-in-one grr! grr!" Crow discovers with alarm what she is singing and thinks that nine cubs in one year will be too many tigers. Crow distracts Tiger, making her forget the numbers and tells her instead that the song she was singing was "one-in-nine."

King Midas and the Golden Touch Variation

Demi. *Liang and the Magic Paintbrush*. Holt, 1980

This is a Chinese folktale about Liang, a boy who loves to draw. He mysteriously receives a magic paint brush and learns that when he finishes a painting whatever is in the picture becomes real. He uses the magic to help his poor friends until the evil Emperor imprisons him and takes the brush. However, the magic does not work for the Emperor who tries to paint gold and riches. Liang is freed when he agrees to paint all that the Emperor wants, but he outsmarts the Emperor: the weight of the riches causes the Emperor to drown.

The Old Woman and Her Pig Variation

Gonzalez, Lucia. *The Bossy Gallito / El Gallo de Bodas*. Scholastic, 1994

In this cumulative Cuban tale, a bossy rooster dirties his beak by pecking at two grains of corn while on the way to his uncle's lavish wedding. He orders the grass to clean his beak, and when the grass refuses, he orders a goat to eat the grass and his orders continue. (The text is in both English and Spanish.)

Rapunzel Variation

Anzaldúa, Gloria. *Prietita and the Ghost Woman / Prietita y la Llorona*. Children's, 1996

Prietita, a young Mexican American girl, becomes lost in her search for an herb to cure her mother and is aided by the legendary ghost woman.

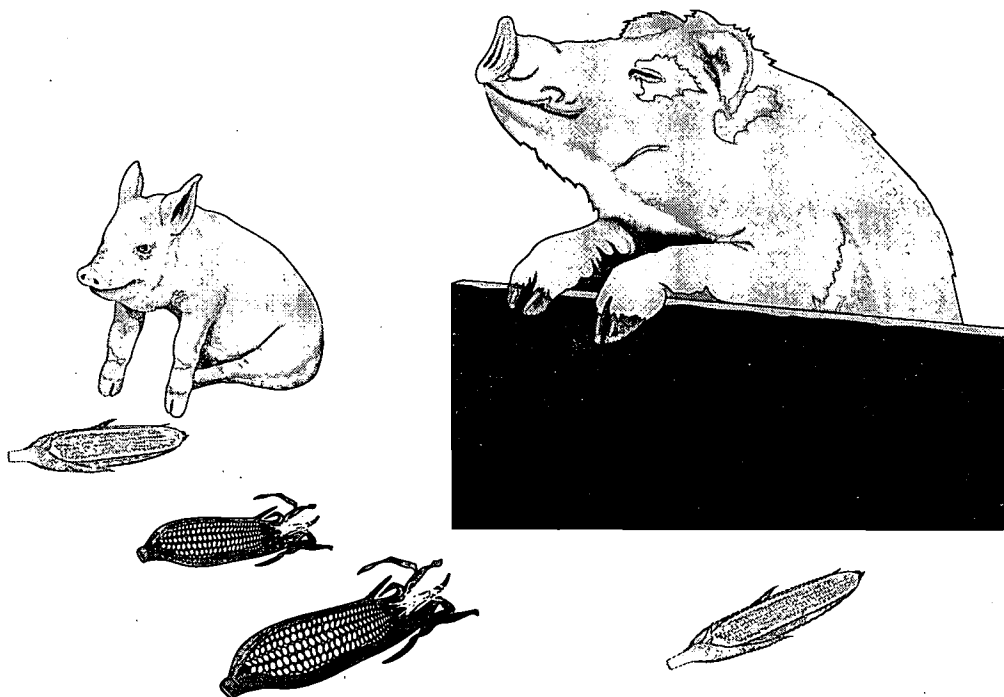
Children and Insects Tale Variations

Merrill, Jean (reteller). *The Girl Who Loved Caterpillars*. Philomel, 1992

This story was left unfinished in 12th-century Japan. Izumi is expected to take her place as a lady-in-waiting for a wife of a nobleman by attending to fashion and femininity. But Izumi likes worms, toads, and insects, especially caterpillars. The noblemen find her ridiculous, but she has many admirers among the lower class boys who line up to present her with gifts.

Rodanas, Kristina. *Dragonfly's Tale*. Clarion, 1991

Two children of the Zuni nation in New Mexico manage to regain the blessings of the Corn Maidens following a poor harvest. They make a toy dragonfly from cornstalks and it becomes a real insect.



Folktales—Familiar: Peter and the Wolf

Ages: Middle and upper grades

Peter and the Wolf, with its familiar music by Sergei Prokofiev, is just one of many folktales from around the world that can easily be transferred into other media after reading the story. You can use any one of the many musical renditions, either with the narration or without. Use several picture book versions of the story to introduce it to the children. Listen to all or part of the musical version.

Create a mural to illustrate the story. Divide the story into segments, and decide which child (or group) will be responsible for illustrating each segment. Tape a long strip of butcher paper to the working space. Mark the sections with a faint pencil line to designate each major scene in the story; for example, the house and gate, the meadow, the pond, and the appearance of the wolf. Instead of drawing or painting, show the children how to tear construction paper shapes and create a collage. Start with tearing, then gluing into place the background setting (grass and sky). Then add the house, fence, gate, pond, and tree. Glue on Velcro™ dots at each place where Peter will appear. Use a corresponding Velcro dot on the back of the figure of Peter so that he can move along the mural as the story is told.

If space is a concern, create a torn-paper collage in smaller scale or use felt-tip markers to create the mural in small sections (11" by 17" for instance), then tape it together and staple it to dowels to create a moving picture in a "movie box" (a cardboard box with a section cut out for the "screen"). If the movie box is used, one or two children could create a simple script to accompany the pictures.

Books

Dewhurst, Carin. *Peter and the Wolf*. Metro, 1997

Accompanies CD narrated by Leonard Bernstein with music by the New York Philharmonic.

Eastman, David. *Peter and the Wolf*. Troll, 1988

Illustrations by Allen Atkinson.

Lemieux, Michle (reteller and illustrator). *Peter and the Wolf*. Mulberry, 1996

Prado, Miguelanxo (adapter). *Peter and the Wolf*. NBM Publishing, 1998

CD ROM (For Windows or Mac)

Peter and the Wolf. Technology Dynamics Corporation Interactive, 1996

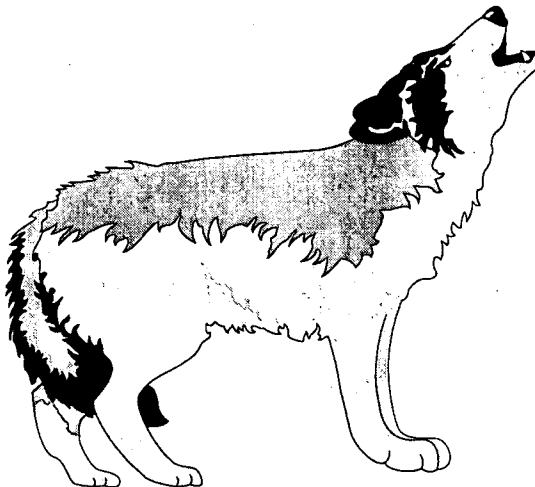
Music performed by the Prague Festival Orchestra.

Videos

My Favorite Musical Stories. (*Peter and the Wolf* and *The Sorcerer's Apprentice*). Kidstuff/IJE, 1987

Peter and the Wolf (plus *Carnival of the Animals* and *The Nutcracker*). Puppet Musical Classics Collection, F Productions, 1985

Peter and the Wolf (plus *Magic and Music*). Walt Disney, 1994



Food, Glorious Food

Ages: Adapt for all ages

We are fortunate to live at a time when foodstuffs from all over the globe are available in many local markets. Cultural ties to food are well-known, but today we can explore and sample culinary traditions from many regions. Ask local restaurants, bakeries, and grocery stores to contribute samples of fortune cookies, taco chips and salsa, cheeses from around the world, and cookies from different countries.

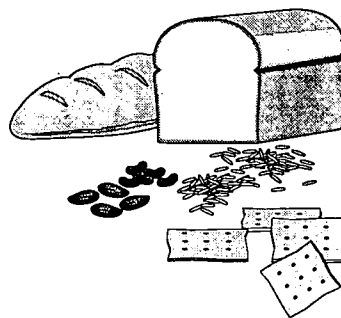
As Susan Milord points out in *Hands around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect* (Williamson, 1992) words from other languages are often used when we talk about eating; examples include “gulp” (Dutch), “nibble” (German), and “gnaw” (Old English). We have borrowed many words to describe food; examples include “barbeque” (Spanish), “à la mode” (French), and “Florentine” (Italian).

You may choose to present a food-related program that pulls stories together from many parts of the world, or you may wish to include something about foods each week as you concentrate on a different country or area of the globe. Display your colorful collection of ethnic cookbooks. Two good general resources are *Mudluscious: Stories and Activities Featuring Food for Preschool Children* by Jan Irving and Robin Currie (Libraries Unlimited, 1986) and *Readlicious: Carry-outs Available* by Jane Roeber (Wisconsin Department of Public Instruction, 1990).

This program outline is divided into the following parts: Bread; Rice; Cooking Pots—Soups, Stews, Porridge, and Pasta; Grandparents and Food; and Leftovers.

Bread

Bread, the old saying goes, is the staff of life. Some form of bread has evolved in almost all cultures. In addition to the books described below, you might show all or parts of the 30-minute Reading Rainbow video of *Bread is for Eating* (Great Plains, 1996); noncommercial public performance rights are granted.



Books to share

Badt, Karin. *Pass the Bread*. Children's, 1995

Each page includes photos featuring bread from around the world. The text describes such things as making bread, raised and flat breads, bread as a utensil, bread used in celebrations, and sharing bread.

Brown, Marcia. *The Bun: A Tale from Russia*. Harcourt, 1972

In this version of the more-familiar *Gingerbread Boy* tale, a bun gets away from an old man and his wife, a hare, a wolf, and a bear, but the cunning fox poses a different problem.

Cauley, Lorinda. *The Pancake Boy: An Old Tale*. Putnam, 1988

This is a retelling of a traditional Norwegian tale about the adventures of a runaway pancake.

Curtis, Neil, and Peter Greenland. *How Bread is Made*. Lerner, 1992

The process that begins in a wheat field and ends in a bakery is described.

DePaola, Tomie. *Tony's Bread: An Italian Folktale*. Putnam, 1989

A Milanese baker loses his daughter but gains a bakery after meeting a determined nobleman and baking a unique loaf of bread.

Dragonwagon, Crescent. *This is the Bread I Baked for Ned*. Macmillan, 1989

Glenda prepares a meal for Ned in this story told in cumulative verse.

Galdone, Paul. *The Little Red Hen*. Clarion, 1973

No friends will help the little red hen plant, harvest, or grind wheat into flour, but all are more than willing to eat the cake she makes.

Gershator, David, and Phyllis Gershator. *Bread is for Eating*. Holt, 1995

A mother gently reminds her son who leaves bread on his plate of how the seeds ripened and the people harvested the grain. She sings about the millers and bakers and the people who work to buy the bread, and all the people dreaming of bread around the world. (See also the Reading Rainbow video based on this book.)

Heyman, Ken. *Bread Bread Bread*. Mulberry, 1989

Breads made all around the world are pictured in outstanding photographs and described in the text.

Hirsch, Marilyn. *Potato Pancakes All Around: A Hanukkah Tale*. Jewish Publication Society, 1982

A peddler arrives in what the illustrations suggest is a Russian or East European village. When the two grandmothers who live with a young family argue about how to make potato pancakes, the peddler promises to make them out of a crust of bread. Family members offer suggestions and the grandmothers join in on what ingredients should be added. The peddler politely accepts all the suggestions and ingredients even those not in his recipe. Everyone thinks his pancakes are the best they have ever eaten!

Hoban, Russell. *Bread and Jam for Frances*. Harper, 1964

Frances loves jam on toast and sings about it! But even favorite foods can become tiresome when eaten day after day.

Hoopes, Lyn. *The Unbeatable Bread*. Dial, 1996

The aroma of bread draws people and animals together for a feast as they face a harsh winter.

Lord, John. *The Giant Jam Sandwich*. Houghton Mifflin, 1973

The people of Itching Down create a clever way to deal with an infestation of wasps.

Morris, Ann. *Bread, Bread, Bread*. Lothrop, Lee, 1989

This photographic celebration of bread from around the world is also available in Big Book format.

Myers, Edward. *Forri the Baker*. Dial, 1995

Forri the baker saves his village when it is threatened by invaders.

Stubis, Patricia, and Talivaldis Stubis. *Sandwichery*. Parents, 1985

This is a fine resource for simple sandwich recipes and brief facts, riddles, and jokes about food.

Wolff, Ferida. *Seven Loaves of Bread*. Tambourine, 1993

Reasons for baking extra loaves of bread to share with friends are discovered.

Activities

Bring in as many international breads as you can. Some are relatively easy to find, such as tortillas, pizza, bread sticks, French bread, pretzels, pumpernickel, and waffles. See if someone in your community specializes in others such as lefse, Swedish rye, and scones.

Children will enjoy seeing and tasting various types of bread made from different grains, such as whole wheat and rye, and garnished with such seeds and fruits as poppy seed, sesame seed, raisins, and currants. Someone in the community who grinds their own flour might be willing to demonstrate their grinder. Be sure to let the children see some wheat still attached to the stalks, bundles are readily available in craft stores. This is an especially good follow-up activity for *The Little Red Hen*.

Sponsor a trip to a local bakery or grocery store that has a bakery to let the children see how commercial bread is made. The huge mixers and ovens will fascinate them. If parents are asked to bring the children to the site, issues of transportation and supervision can be avoided.

Sponsor a trip to a local pizza parlor, especially if the chef actually tosses pizza dough to shape it, or invite the chef to demonstrate the technique at the library. The children also will enjoy trying it themselves. Plan a pizza party as a follow-up.

An easy version of Indian fry bread can be made by purchasing frozen sweet bread dough rolls. Thaw before the program. Let the children flatten the dough themselves. An adult should do the frying in an electric fry pan. Once the bread is fried and drained on paper towels, the children can sprinkle pieces with sugar or dip them in maple syrup or jelly. The wonderful smell will tempt everyone else in the library, so make extra for the staff and to give away at the circulation desk as adult patrons leave!

As a follow-up to any bread story, supply thawed frozen bread dough rolls for children to practice kneading or to take home to bake.

As a final party, community festival, or fund raiser invite people from different cultures (or who are familiar with making breads from different cultures) to set up booths where samples of ethnic breads can be sampled. Egg rolls, pitas, won tons, lefse, Swedish pancakes, Indian fry bread, pretzels, tortillas, and foccacia are some of the possibilities people might be willing to furnish. If you have a number of foreign exchange students in the community, they might enjoy being involved with such a party.

Teach the folksong "Shortnin' Bread."

Rice

Mudluscious by Jan Irving and Robin Currie (Libraries Unlimited, 1986) recognizes the art of using chopsticks is difficult to learn and suggests having children practice by using chopsticks to pick up chow mein or cellophane noodles. (Ask a local restaurant to donate a supply of chopsticks.) The book includes a poem called "Different and the Same" which begins "You use chopsticks, I use a fork" to help children celebrate differences and appreciate commonalities with other cultures.

Although we often associate rice with Asian cultures, the western hemisphere has its own traditions, too. In addition to the Latin American and American Indian traditions described in the list that follows, you may wish to find pictures of Creole jambalaya, New Orleans red beans and rice, and Midwestern grandmothers' dessert: rice pudding with raisins (tasting samples would be fun, too).

Books to share

Delacre, Lulu. *Arroz Con Leche*. Scholastic, 1989

The game "Rice and Milk" is described and a recipe for arroz con leche, a favorite Mexican dish, is provided.

Dooley, Norah. *Everybody Cooks Rice*. Carolrhoda, 1991

When a boy is sent to look for his brother at supper time, he goes from house to house looking for him. In each house a family from a different county is cooking rice in a different way and each invites him to stay and try their ethnic variation.

Flack, Marjorie. *The Story about Ping*. Puffin, 1977

Ping is a duck who lives with his many relatives and human owner on a boat in China. The last duck to come back to the boat and walk up the ramp gets a smack on the back with a stick. Ping refuses to go back to the boat one day when he sees that he will be last. But later, after a narrow escape, he is glad to go back to his own boat. To capture Ping, a child tosses him pieces of rice cake.

Friedman, Ina. *How My Parents Learned to Eat*. Houghton Mifflin, 1984

A Japanese American girl tells the story of how her father and mother met and fell in love when her father, as a young sailor, was stationed in Japan. Each was embarrassed by the inability to use each other's cultural eating utensils so they avoided eating together until eventually they overcame the problem. Story props and an extended idea sheet are available from Lakeshore Learning Materials (see chapter 6 for contact information). Additional ideas also can be found in *Cultural Awareness Through Literature* by Katheryn Braddon (Carson-Dellosa, 1993).

Martinson, David. *Real Wild Rice*. Duluth Indian Education Advisory Committee, 1975

The importance of wild rice to the Ojibway people is explained.

Regguinti, Gordon. *The Sacred Harvest*. Lerner, 1992

An Ojibway family in Minnesota is featured in this photo essay, which follows them as they carry on the traditions of gathering wild rice and preparing it.

Activities

Bring different types of rice to storyhour—long and short grain white rice, arborio rice from Italy, basmati rice from Texas, brown rice, wild rice, and Minute Rice™. Let the children see and feel the differences.

An easy take-home treat would be rice cakes, especially after reading *Ping* in which the boy gets his duck back by dropping pieces of his rice cake in the water.

Pouring rice is a popular activity for preschoolers. Put out dishpans filled with rice along with some plastic cups, funnels, and spoons. Let the children spend time at a table feeling the textures and pouring the rice in and out of containers.

Cooking Pots—Soups, Stews, Porridge, and Pasta

Begin the day by handing out the "What's Cooking?" word-matching cultural cooking pot game from page 138 in the *1997 Wisconsin Summer Library Program Manual: Zap into the Past*. Use *Mudluscious* by Jan Irving and Robin Currie (Libraries Unlimited, 1986) for a wide variety of activities related to cooking pots including chants, verses, and crafts. Read selected books from the list provided here and allow time for some of the activities as well.

Books to share

Brown, Marcia. *Stone Soup*. Scribner, 1947

Brown's is one of the best known versions of this French tale about three hungry soldiers who convince people to bring them ingredients for vegetable soup by bragging they can make soup from a stone. Among other popular retellings is Ann McGovern's (Scholastic, 1968).

De Paola, Tomie. *Strega Nona*. Scholastic, 1975

De Paola retells the old Italian tale of how Big Anthony is left alone with Strega Nona's magic pasta pot and his determination to show the townspeople how it works.

Ehlert, Lois. *Growing Vegetable Soup*. Harcourt, 1987

Colorful illustrations of vegetables and instructions for growing them and eventually making vegetable soup are included in the award-winning book by Ehlert.

Galdone, Paul. *The Magic Porridge Pot*. Clarion, 1976

A poor young girl receives a magic pot from a witch. Its magic requires knowing exact words to start and stop the pot. When her mother uses the pot one day without knowing how to stop it, the porridge runs out of the house and down the streets of the village. At last the daughter says the magic words; everyone in the town scoops up the porridge from the streets and has enough to eat.

Hitte, Kathryn. *Mexicallie Soup*. Parents, 1970

When Mama follows everyone's suggestions on how to make soup, there are some interesting results.

Hong, Lily Toy. *Two of Everything*. Whitman, 1993

This Chinese folktale is about a magic pot that doubles or duplicates whatever is placed inside it. Although it does not deal with food, this is a good complement to *Strega Nona*.

Lasker, Joe. *Lentil Soup*. Whitman, 1977

For weeks, a young wife tries to please her husband by making lentil soup "just like his mother's" but it never tastes the same. In frustration she offers him bean, pea, wonton, turtle, bird nest, gumbo, borscht, and bisque soups. None is quite right, but when she burns the lentil soup, her husband says that it tastes just like his mother's!

Root, Phylliss. *Soup for Supper*. Harper, 1986

A wee woman finds a giant stealing her vegetables, but they come to share vegetable soup and friendship.

Rose, Anne. *Pot Full of Luck*. Lothrop, Lee, 1982

In this Ashanti tale, wisdom is stored in a large clay pot.

Torres, Leyla. *Saturday Sancocho*. Farrar Straus, 1995

Maria Lili can't understand how her grandmother will make sancocho out of one dozen eggs. But at a South American market, her grandmother skillfully barter for plantains, vegetables, and other ingredients. A recipe for chicken sancocho is included.

Towle, Faith. *The Magic Cooking Pot*. Houghton Mifflin, 1975

In this tale from ancient India, a poor man receives a magic pot after he prays to the Goddess Durga for help in feeding his family. She gives him a magic clay pot that pours out rice, but it is stolen by a wicked inn keeper. The Goddess gives the poor man another pot that pours out demons to help him catch the thief. He has enough rice to feed his family and shares his rice with the whole village.

Vaughan, Marcia. *Wombat Stew*. Silver Burdett, 1984

Australian animals offer suggestions on what to put in a stew in order to avoid using the main ingredient which is to be their friend wombat.

Zemach, Harve. *Nail Soup*. Follett, 1964

Use this Swedish folktale in comparison with versions of *Stone Soup*.

Activities

Involve children in acting out *Stone Soup* by taking the roles of the villagers. Give each child plastic or paper vegetables they can add to a large kettle to help make the soup. Provide stones, a wooden spoon, and salt and pepper shakers. Or create a modern version by giving children small individual plastic bags prepackaged with crackers, raisins, nuts, chocolate chips, or pretzels. Call them up to dump their various bags into a large pot. Mix the ingredients together, then ladle the trail mix mixture back into their bags. Audience participation also can be built into a flannelboard telling of the story.

In *Mudluscious* there is a chant called "The Pasta Song" which children will enjoy. It includes the names of numerous types of pasta. Bring in samples of some of the pastas mentioned in the song and discuss the various names. For preschoolers and kindergarteners, set up a sorting area with a container of mixed pastas and smaller containers for the children

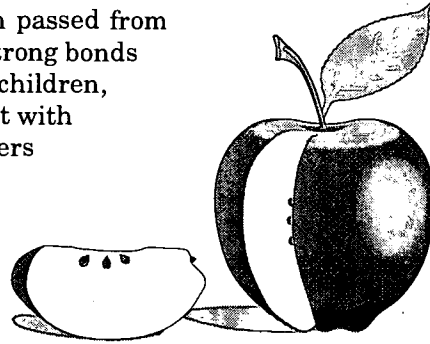
to sort the pasta by shape. Colored pastas—some in unique shapes—are available in many grocery stores and specialty food shops (there's even a Bucky Badger!).

Mudluscious suggests frying up Chinese cellophane noodles, which puff up instantly, to show children how rapidly food can bubble up to fill a pan almost like magic!

Invite an amateur or professional who enjoys making pasta to bring a pasta machine to the library to demonstrate how dough goes in and is shaped into pasta.

Grandparents and Food

Regional and cultural culinary traditions are often passed from generation to generation in a family. They can make strong bonds between grandparents (and other elders) and grandchildren, although sometimes traditional ways come into conflict with contemporary life. Invite grandmothers and grandfathers in your community to contribute favorite recipes; have teenage volunteers assemble the recipes into a Go Global cookbook. Consider sponsoring a Go Global intergenerational pot luck buffet.



Books to share

Belton, Sandra. *May'naise Sandwiches and Sunshine Tea*. Four Winds, 1994

An African American grandmother shows her granddaughter a scrapbook filled with “rememberies” of her own childhood.

Casely, Judith. *Apple Pie and Onions*. Greenwillow, 1987

As a young girl and her Russian grandmother go to buy apples to make a pie, the grandmother tells about her adjustment to life in the United States after her family emigrated. When the grandmother meets an old friend, they speak Yiddish to each other which embarrasses the girl. The grandmother describes a similar embarrassing experience of her own and how it was resolved.

Choi, Sook Nyul. *Halmoni and the Picnic*. Houghton Mifflin, 1993

Yunmi's grandmother comes from Korea for a month's visit to New York. Yunmi is not sure what her friends will think of someone who does not speak English. She dreads taking her grandmother on a field trip, but the teacher leads the children into trying the delicious new foods Halmoni (the grandmother) prepares for the picnic, especially the kimbap.

Cohen, Barbara. *Gooseberries to Oranges*. Lothrop, Lee, 1982

After her mother's death and while her father is in America, a young Jewish girl lives in eastern Europe with her aunt and cousins. She loves to eat gooseberries off the bushes, and when her father sends for her she worries about missing the gooseberries. On the ship she sees an orange for the first time. Reunited with her father, she starts a new life with a new mother in a new country. When she earns money for running an errand, she buys and tastes her first orange.

Marissa, Moss. *In America*. Dutton, 1994

A Jewish grandfather tells his grandson about life in Lithuania and explains he came to America as a boy because choices—including schooling—were so limited. His older brother stayed behind because he was afraid of change and feared there would be no prunes in America. The boy and his grandfather are mailing a present to the uncle in Lithuania. The grandfather explains that every year his brother sends him prunes to remind him of the old country, but the grandfather also sends prunes on his brother's birthday to remind him that America also has good things to offer!

McDonald, Megan. *The Potato Man*. Orchard, 1991

Grandpa talks about his life as a young boy growing up in a large city around the turn of the century, when peddlers and craftsmen went house-to-house selling and working. After he stole from a one-eyed vegetable salesman, his luck turned for the worst. But when he finally treated the potato man well, his luck changed.

Nye, Naomi Shihab. *Sitti's Secrets*. Four Winds, 1994

A young girl describes a visit to see her grandmother who lives in a Palestinian village on the West Bank; she describes the foods her grandmother eats and how she cooks.

Russell, Ching Yeung. *First Apple*. Boyds Mills, 1994

In the 1940s, nine-year-old Ying wants to get an apple for her grandmother, who has never tasted one. In order to get it, she must do boring chores that lead to one mishap after another.

Leftovers

Every good cook knows ways to use leftovers. Every good program planner has a few leftover ideas to fit into storytimes, displays, and activities. In addition to the brief suggestions here, refer back to the Food segment of the Resource Books and Magazines section that appears earlier in this chapter.

Books to share

Baer, Edith. *This is the Way We Eat Our Lunch*. Scholastic, 1995

Identified by country, children from all over the world are shown with what they eat for lunch.

Dragonwagon, Crescent. *Alligator Arrived with Apples*. Macmillan, 1987

This humorous alphabetic feast features American-style enthusiasm for an unforgettable potluck meal.

Galdone, Paul. *The Three Wishes*. McGraw, 1961

This is a picture book version of a folktale about a woodsman who wishes for a pudding.

Ginsburg, Mirra. *The Magic Stove*. Coward-McCann, 1983

In this Russian tale, a man and his wife enjoy pies made magically in their oven until the king tries to take the stove away.

Guthrie, Donna. *Nobiah's Well: A Modern African Folktale*. Ideals, 1993

An African boy carrying water for his family and their garden shares what he has with several thirsty animals and his kindness is repaid in an unexpected way.

Marsh, Valarie. "The History of Pizza" in *Story Puzzles: Tales in the Tangram Tradition*. Alleyside, 1996

Using six simple shapes, this tale summarizes the long history of this popular Italian dish. (According to the 1998 *World Book Encyclopedia*, pizza as we know it today was invented in Naples in the 18th century; the Marsh book indicates it has been around in some form for two or three thousand years.)

Getting Around

Ages: Preschool and primary grades

Using photographs from books and magazines, introduce program participants to modes of transportation from different parts of the world. Show bicycles, boats of many kinds, automobiles, rickshaws, cable cars, trolleys, carts, camels, donkeys, horses, buses, taxis, subways, and shank's mare.

An excellent planning resource is *Full Speed Ahead* by Jan Irving and Robin Currie (Teacher Ideas, 1988). The chapter titled "Trolley Cars and Rickshaws: Long Ago and Far Away" is filled with ideas to use in this storytime. Tell the circle story "Ports of Call" reprinted below from *Full Speed Ahead* along with the necessary circle patterns. You may wish to teach the children the four-line refrain before you begin the tale.

Read several of the recommended books from the following list.

Books

Andersen, Hans Christian. *The Woman with the Eggs*. Gareth Stevens, 1987

A woman walking to town is so preoccupied with her plans for becoming rich that she forgets the basket of eggs on her head.

Baer, Edith. *This is the Way We Go to School: A Book about Children around the World*. Scholastic, 1990

Text and illustrations explain the many different forms of transportation used by children around the world to get to school.

Flack, Marjorie. *The Story about Ping*. Viking, 1961

Houseboats on the Yangtze River are shown in this story of a little duck who one night is too late to board his master's boat.

Jameson, Cynthia. *The Flying Shoes*. Parents, 1973

This folktale from the Udmurts, a Finno-Ugrian people who live in the western foothills of the Ural Mountains, tells of a magic pair of shoes.

Lewin, Hugh. *Jafta: The Journey*. Carolrhoda, 1984

A South African boy and his mother travel by cart and bus to the city where his father works.

Say, Allen. *The Bicycle Man*. Parnassus, 1982

An American soldier performs amazing tricks on a bicycle at a school sports day in Japan.

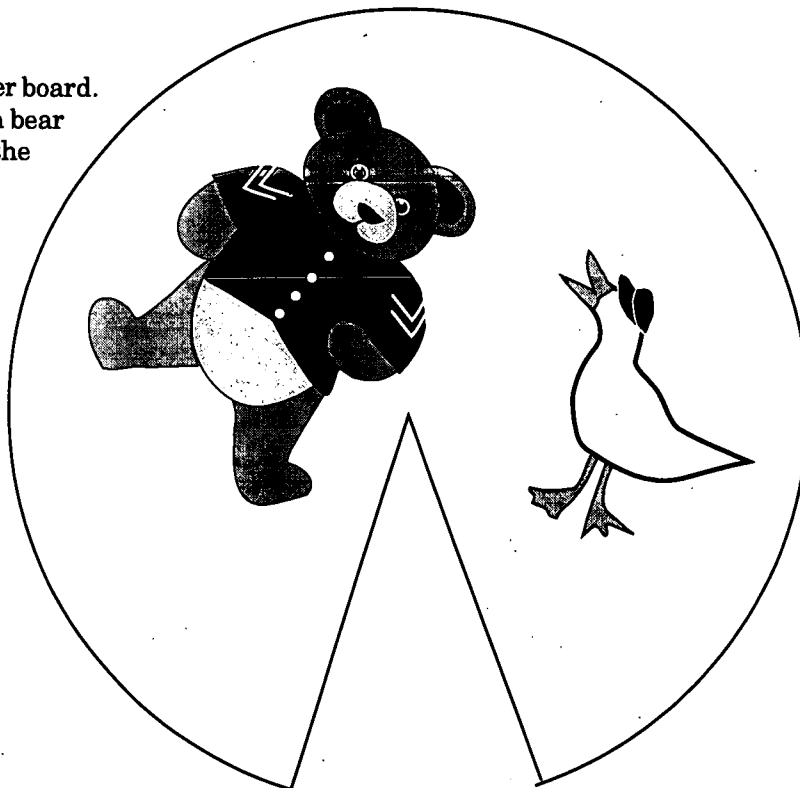
Ports of Call: A Tale of Circumnavigation (A Circle Story)

Reprinted from *Full Speed Ahead* by Jan Irving and Robin Currie and used with permission from the publisher Teacher Ideas Press, P.O. Box 6633, Englewood, Colorado 80155; (800) 237-6124.

Note: The graphics have been adapted.

Make two circles of poster board.

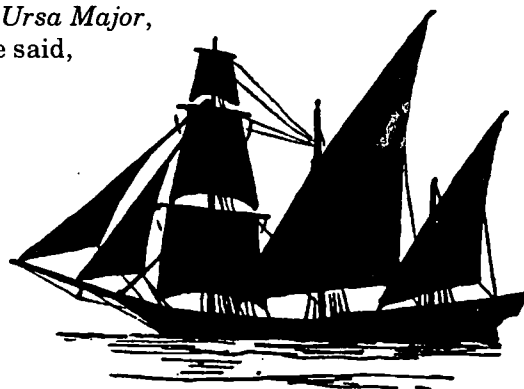
On one put a picture of a bear and a duck to the left of the center. Cut a wedge to the right side of center; this is the top circle. On the other, put pictures of subway train, double decker bus, camel, rickshaw, kangaroo, cable car, and sign reading "Home Sweet Home;" this is the bottom circle. Connect the circles with a brad and move the top circle as you tell the story.



Commodore Beary had been on his ship the *SS Ursa Major*, for 21 years, seven days, and ten hours when he said,

“Enough of the water,
Enough of this boat.
I want to be where
I don’t have to float.

“Give me some dry land
So I won’t be sea sick.
A camel or cab
Will just do the trick!”



His First Mate, Mallard, had done a lot of traveling and knew about dry land as well as the water. The two friends set off to find some dry land and another way to travel. The first place they docked was New York City. “What can I ride here?” asked Commodore.

“Try the subway,” said First Mate Mallard. “That is what I always ride in New York.”

So Commodore Beary and First Mate Mallard went down the steps into the subway tunnel. They bought tokens and waited for the subway train. Rumble-rumble-rumble. The subway train made a lot of noise.

“Too much noise,” said Commodore Beary. “You won’t find this much noise on my ship.” So they went back to the *SS Ursa Major* and sailed on for seven more days and ten hours until the Commodore said,

“Enough of the water,
Enough of this boat.
I want to be where
I don’t have to float.”

This time Commodore Beary and First Mate Mallard docked in London. “What can I ride here?” asked Commodore.

“Try the double-decker bus,” said First Mate Mallard. “That is what I always ride in London.”

So they waited at the bus stop until a double-decker bus came along. The only seats left were on the top deck. Commodore Beary knew he would get dizzy on the top deck.

“Too high,” he said. “You won’t find seats this high on my ship.” They went back to the *SS Ursa Major* and sailed on for seven days and ten hours when the Commodore said,

“Enough of the water,
Enough of this boat.
I want to be where
I don’t have to float.”

This time Commodore Beary and First Mate Mallard docked in Egypt. “What can I ride here?” asked Commodore.

“Try the camel,” said First Mate Mallard. “That is what I always ride in Egypt.”

So Commodore Beary and First Mate Mallard stood on the desert sand and waited for a caravan to come by. When the caravan came, there was a camel with no one riding. The camel kicked up lots and lots of sand with his big flat feet.

“Too much sand,” said Commodore Beary. “You won’t find this much sand on my ship.” They went back to the *SS Ursa Major* and sailed on for seven days and ten hours when the Commodore said,

“Enough of the water,
Enough of this boat.
I want to be where
I don’t have to float.”

This time Commodore Beary and First Mate Mallard docked in Japan. "What can I ride here?" asked Commodore.

"Try the rickshaw," said First Mate Mallard. "That is what I always ride in Japan."

So Commodore Beary and First Mate Mallard stood on a corner and waited for a rickshaw. Pretty soon one came down the street. Commodore Beary started to step into the rickshaw, but it creaked and cracked and he was afraid it would not hold him.

"Too rickety," said Commodore Beary. "My ship is much more solid than this." They went back to the *SS Ursa Major* and sailed on for seven days and ten hours when the Commodore said,

Enough of the water,
Enough of this boat
I want to be where
I don't have to float."

This time Commodore Beary and First Mate Mallard docked in Australia. "What can I ride here?" asked Commodore.

"Try the kangaroo," said First Mate Mallard. "That is what I always ride in Australia."

So Commodore Beary and First Mate Mallard stood in the outback and waited for a kangaroo with an empty pouch to come by. Pretty soon one came along, hopping and jumping and leaping across the bush. Commodore Beary did not like all that hopping and leaping and jumping.

"Too bumpy," said Commodore Beary. "My ship is much more stable than this." They went back to the *SS Ursa Major* and sailed on for seven days and ten hours when the Commodore said,

Enough of the water,
Enough of this boat.
I want to be where
I don't have to float."

This time Commodore Beary and First Mate Mallard docked in San Francisco. "What can I ride here?" asked Commodore.

"Try the cable car," said First Mate Mallard. "That is what I always ride in San Francisco."

So Commodore Beary and First Mate Mallard stood by the cable car tracks and waited for a cable car to come along. Pretty soon one came along, but it was full of people. They waited for another one, but it was full of people. They waited for another one, but when it was full, too, Commodore Beary said. "Too full. My ship always has plenty of room." They went back to the *SS Ursa Major* and sailed on. Commodore Beary said,

Enough of the land.
I like my own boat.
I want to be where
I am free and can float."

First Mate Mallard hung a sign over the porthole that said, "Home Sweet Home." The friends had a lot more adventures after that, but they always come back to their ship in the end.



Glimpses into the World of Those with Disabilities

Ages: Preschool and primary grades; Adults

Children often are more open with questions about disabilities than adults, but they also can be fearful about what they perceive as "otherness." Adults are not always comfortable discussing disabilities. This summer, as you explore many cultures you may choose to incorporate books and other items such as those suggested in this outline.

In addition to the books suggested below, review Stephanie Zvirin's article titled "Disabled Kids: Learning, Feeling, and Behaving" in the May 1996 issue of *Book Links*. The excellent bibliography includes books for children of all ages.

To enlarge your collection of books for adults who are concerned with children having special needs, you might contact the following places:

- Woodbine House, a publisher that specializes in producing materials about people with special needs; most are targeted for parents and other adults. Request the current catalog by calling (800) 843-7323.
- Roads to Learning, the learning disabilities initiative of the American Library Association, has a fine bibliography of learning disabilities resources for public libraries. To request a copy, call (800) 545-2433, ext. 4027 or 4399.

Lakeshore Learning Materials (see contact information in chapter 6) is a good source of materials to help you present effective-but-not-preachy programs. *Disabilities Awareness Manual* was published by Lakeshores in 1997; it includes suggestions on how adults can teach children about disabilities and learn to include everyone. Among the Lakeshores Learning posters is one of a child and an adult signing to each other and one of two girls in a wheelchair. There are boy and girl dolls with a wheelchair and a wheeled walker; accessories include leg braces, crutches, white cane, seeing eye dog, glasses, hearing aids, and a protective helmet. A "disabilities kit" contains a white cane for the blind, a reaching/grasping device for people in wheelchairs, an audio tape that helps children understand hearing impairment, clouded glasses to simulate vision impairment, a special spoon designed for ease in holding, and a poster of the alphabet in sign.

Kids with Special Needs: Information and Activities to Promote Awareness and Understanding by Veronica Getskow (Learning Works, 1996) offers suggestions on working with children who have various disabilities and ways to help children understand others with special needs.

Books to Share

Arnold, Caroline. *A Guide Dog Puppy Grows Up*. Harcourt, 1991

Training a service dog for people with disabilities is shown.

Bonnett, Sara. *About Handicaps*. Walker, 1974

This photographic essay provides a simple explanation for various disabilities. Additional information for adults is included.

Brown, Tricia. *Somebody Special, Just Like You*. Holt, 1984

Children with disabilities are shown in photographs as they enjoy everyday activities; a brief text stresses how children with special needs enjoy the same things as other children.

Cairo, Shelley. *Our Brother has Down's Syndrome*. Annick, 1985

A brother and sister describe the daily activities and interactions they have with their brother who has Down's Syndrome.

Calmenson, Stephanie. *Rosie*. Clarion, 1994

Rosie is a dog who visits nursing homes and children who are seriously ill in hospitals. The training and care of such dogs is described.

Carter, Alden. *I'm Tougher than Asthma*. Whitman, 1996

A child refuses to give up activities just because of asthma.

Fleming, Virginia. *Be Good to Eddie Lee*. Philomel, 1993

Eddie has Down's Syndrome, but he has the same feelings as everyone else.

Harshman, Marc. *The Storm*. Cobblehill, 1995

Jonathan lives on a farm and uses a wheelchair. He is home alone one day when a tornado comes. He manages to get many of the animals out of the barn to safety.

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A brother and sister describe the daily activities and interactions they have with their brother who has Down's Syndrome.
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A child refuses to give up activities just because of asthma.
- Fleming, Virginia. *Be Good to Eddie Lee*. Philomel, 1993
Eddie has Down's Syndrome, but he has the same feelings as everyone else.
- Harshman, Marc. *The Storm*. Cobblehill, 1995
Jonathan lives on a farm and uses a wheelchair. He is home alone one day when a tornado comes. He manages to get many of the animals out of the barn to safety.
- Lamarche, Jim. *Mandy*. Lothrop, Lee, 1991
Mandy and her grandmother enjoy their time together when Mandy comes for a visit. They use sign language to talk to one another because Mandy is deaf.
- McMahon, Patricia. *Listen for the Bus*. Boyds Mills, 1995
David cannot hear very well, and as a result he uses sign language to talk to other people. David's activities at home and school are described.
- Osofsky, Audrey. *My Buddy*. Holt, 1992
A young boy describes how his service dog helps him get around and do everyday things from his wheelchair.
- Peterson, Jean. *I Have a Sister, My Sister is Deaf*. Harper, 1977
A sister describes daily activities with her sister who is deaf.
- Russo, Marisabina. *Alex is My Friend*. Greenwillow, 1992
Alex has stopped growing, and problems with his back require surgery. In spite of his limitations, he and his friend find ways to enjoy one another.
- Schmidt, Diane. *Where's Chimp*. Whitman, 1988
A young girl with Down's Syndrome looks for her lost toy monkey.
- Wheeler, Cindy. *Simple Signs*. Viking, 1995
Basic signs in sign language for the deaf are presented.



Holidaze

Ages: Adapt for all

You may choose to focus on international holidays during one week of your summer activities. Alternatively, you may choose to plan your entire summer program around celebrations of festivals from other countries. You could even plan a multicultural finale event melding carnivals, Syttende Mai, fiestas, Earth Day, Tet, United Nations Day (October 24), birthdays, and almost anything else. (Learn how to say "Happy Birthday!" in as many languages as possible!)

Gather ideas from *Light the Candle! Bang the Drum! A Book of Holidays from around the World* by Ann Morris (Dutton, 1997). In it, one paragraph per page summarizes various special days celebrated around the world. Many are United States celebrations, but also featured are holidays in India, Mexico, Thailand, Russia, Japan, and other countries. The text on the summary pages does not identify the culture or country associated with the holiday, but there is brief information at the end of the book that provides more detail.

For further ideas, consult Doug Lipman's *We All Go Together: Creative Activities for Children to Use with Multicultural Folksongs* (Oryx, 1994) and *Whole Earth Holiday Book* by Linda Polon and Aileen Cantwell (Scott, 1983). Mike Rosen's seasonal festivals series, published by Bookwright, also presents suggestions. Another approach, useful if you have 12 program weeks, is summarized here.

- January: New Year's Day (international) (parades, lanterns, fireworks, noise makers)
- February: Leap Year Day (international) (stories about frogs, kangaroos, other leapers)
- March: Festival of Spring (India) (hand decorations, stories about spring)
- April: Arbor Day (United States) (stories about trees)

Australia celebrates **Corroboree** which rejoices in renewal and recognizes Earth's strong connection to the days getting shorter and the nights getting longer. This celebration is very simple, using sticks to create sound and spread hope for crops again in the coming spring. Dancing is often done near the light or fire, an essential part of life. (Instruments: didjeridu and rhythm sticks)

India celebrates **Diwali**, a festival of joy, splendor, brightness, and happiness. Diwali is a time when every establishment is illuminated with *deeps* (oil lamps). The lamp is a symbol of knowledge, and lighting the lamp symbolizes lighting knowledge within us. Children set off fireworks in the spirit of festival. Hopscotch is a common game played by children; a cluster of safety pins, clay shard, or any found object can be used as the marker. (Instruments: sitar and flute)

Tibet celebrates **Dosmoche**, the recognition of the dying year. Lasting five days, this festival centers around a magical pole covered with stars, crosses, strings, and ribbons. Dancers dress in frightening masks to scare away evil spirits for the new year. Feasting and prayers fill the days, and the finale comes when townfolk tear down the pole. (Instruments: cymbals, bells, chants)

China celebrates **Chinese New Year** with colorful parades and a dragon carried by many people. Create a dragon mask from a paper bag and use fabric to construct a dragon with your group. Discuss the Chinese zodiac and help children find their symbol. (Instrument: zheng)

England celebrates **Wassail** on January 6 which is considered a night for celebration and thinking about nature. Farmers gather around the largest, oldest tree in their orchards and sing to it. They do a stamping dance to remind the tree to reawaken in the spring. They drink a hot spicy cider call wassail. ("Waes haeil" means "be happy and healthy.") Heat cider and add cinnamon sticks, whole cloves, and a dash of allspice. (Instrument: bells as worn by Morris dancers)

Italy celebrated **Saturnalia** in the days of the Roman Empire. They wanted to make sure the winter would not last long and the sun would shine brightly again. Their festival recognized Saturn, the god of farming, so the crops would grow the next year. The celebrating lasted seven days with masked paraders, exchanging of gifts, and evergreen-bedecked temples. Celebrants wanted to kick up their heels and ignore winter, so they engaged in topsy-turvy play such as upside-down races and role reversals. Invite your program participants to exchange roles with one another or with adults for a given amount of time and see what happens! (Instruments: recorders, whistles, drums)

Books to share

Ancona, George. *Fiesta*. Harcourt, 1993

Colored photos introduce four Hispanic celebrations from different parts of the United States: an All Souls Day celebration in a barrio of San Francisco; Las Posadas (the nine days before Christmas) celebrated in Albuquerque; New Year's celebrated with a Los Matachines dance in New Mexico; and an East Harlem celebration of La Fiesta de los Reyes Magos (Feast of the Three Kings).

Ancona, George. *Pablo Remembers: The Fiesta of the Day of the Dead*. Lothrop, Lee, 1993

The Mexican holiday of Dia de Los Muertos, the Day of the Dead, is celebrated on All Hallows Eve. Special bread and skulls made of sugar are prepared. The three-day event involves families visiting the graves of relatives.

Ancona, George. *Powwow*. Harcourt, 1993

Color photographs help explain events at the Crow Fair in Montana. Types of dances are explained, as is the clothing of the traditional, fancy, and jingle-dress dancers.

Ballard, Robin. *Carnival*. Greenwillow, 1995

A New Orleans-style Creole carnival parade is the setting for two friends; one tries to see the other who is in the parade.

Brown, Tricia. *Hello Amigo*. Scholastic, 1986

A young boy happily anticipates his birthday, which he will celebrate with his Mexican extended family. The illustrations are black and white photos.

Chinn, Karen. *Sam and the Lucky Money*. Lee and Low, 1995

Sam's grandparents give him four dollars in bright red *leisees* (envelopes) for New Year's Eve before he goes shopping in Chinatown with his mother. Sam is disappointed his money is not enough to buy the expensive things he sees in the toy shop. In the end, however, the money turns out to be lucky, and he finds just the right thing to do with it.

Delacre, Lulu. *Vejigante Masquerader*. Scholastic, 1993

Inspired by carnivals in Puerto Rico, this bilingual book provides a strong sense of family and community support as a boy makes a costume and buys a mask so he can join in the pranks of masqueraders.

Dorros, Arthur. *Tonight is Carnaval*. Dutton, 1991

A Peruvian child describes family and community preparations during the three days before Carnaval. (Spanish language version available)

Flournoy, Valerie, and Vanessa Flournoy. *Celie and the Harvest Fiddler*. Tambourine, 1995

On an All Hallows Eve in horse and buggy times, Celie is determined to have the scariest costume of all. At the storytelling contest and costume parade a mysterious fiddler appears.

Mora, Pat. *Pablo's Tree*. Macmillan, 1994

Every year, Pablo looks forward to the special tree his grandfather decorates for him; his grandparents planted the tree the year he was born.

Rattigan, Jama. *Dumpling Soup*. Little, Brown, 1997

In a large multicultural family in Hawaii most members are Korean, but some are Japanese, Chinese, Hawaiian, and Caucasian. Grandma says that gives the family more spice. Everyone helps make traditional Korean dumplings for New Year's Eve. Non-English words are translated within the text.

Tran, Kim-Lan. *Tet: The New Year*. Simon & Schuster, 1993

Originally published by Modern Curriculum Press and created under the auspices of the Boston Children's Museum, this book encourages awareness and appreciation of Vietnamese American culture.

Waters, Kate, and Madeline Slovenz-Low. *Lion Dancer: Ernie Wan's Chinese New Year*. Scholastic, 1990.

Six-year-old Ernie Wong prepares, at home and in school, for the Chinese New Year celebrations and his first public performance of the lion dance.

Houses 'round the World

Ages: Preschool and primary grades

An excellent resource for planning this program is *Raising the Roof: Children's Stories and Activities about Houses* by Jan Irving and Robin Currie (Libraries Unlimited, 1991). One of its chapters is called "Pyramids and Pagodas." Among the chapter's contents is a poem titled "Yuri and the Yurt," which can be

presented as a flannelboard story. It introduces the yurt, a tent made from felt and willow branches, used by nomadic tribes on the Asian steppes. "Tent Tenants" is a mask story in the same chapter; it includes patterns for masks. Both the poem and the story offer good opportunities for audience participation.

Share several of the books suggested here.

Books

Aardema, Verna. *Who's in Rabbit's House?* Dial, 1977

In this Masai tale, someone is in Rabbit's house and will not let her in.

Grifalconi, Ann. *The Village of Round and Square Houses*. Little, Brown, 1986

On the side of a volcano in the remote hills of Cameroon in central Africa is a village where men live in square houses and women in round.

Kalman, Bobbie. *Homes around the World*. Crabtree, 1994

Photographs of homes from around the world are featured and their countries identified.

Leodhas, Sorsche. *Always Room for One More*. Holt, 1965

Based on a Scottish ballad, this is the story of a man who hails every traveler who passes his house to come in because there is "always room for one more." Definitions of some of the Scottish words in the song appear at the end of the book along with the musical score.

Lobel, Arnold. *Ming Lo Moves the Mountain*. Greenwillow, 1982

Here is a tongue-in-cheek tale about a man who wants to move the mountain that is next to his home.



Read-MacDonald, Margaret. *The Old Woman Who Lived in a Vinegar Bottle: A British Fairy Tale*. August House, 1995

An ungrateful woman who complains constantly about her house is granted increasingly grandiose wishes by a fairy.

Shemie, Bonnie. *Houses of Bark: Tipi, Wigwam, and Longhouse*. Tundra, 1990

Tundra also has published Shemie's other books about American Indian homes: *Houses of Hide and Earth: Tipi and Earthlodge* (1991) and *Houses of Snow, Skin, and Bones* (1989).

Introduction to Hmong Culture

Ages: Adapt for primary through upper grades

In contemporary Wisconsin, the most visible immigrants from Asia are the Hmong people. Appleton authors Peter and Connie Roop have written *The Hmong In America: We Sought Refuge Here* (Appleton (Wisconsin) Area School District, 1990), a book devoted to helping American students understand Hmong culture and traditions. Adults, too, will find it valuable. Authentic books for children about the Hmong are scarce, but those listed here can make an effective storytime. You also may wish to invite a speaker who can discuss and show *pa'ndau* examples and other crafts.

Books

Xiong, Blia. *Nine-In-One GRR! GRR!* Children's, 1989

In this Hmong folktale, Mother Tiger wants to know how many cubs she will have so she sets out to see the sky god Shoa. Shoa promises Tiger she will have nine cubs every year if she can remember the number until she gets back to her den. Tiger has trouble remembering things. Tiger makes up a song and sings it all the way home to remember. Her song is "nine-in-one grr! grr!" Crow is alarmed and thinks that nine cubs in one year would be too many tigers. Crow distracts Tiger, making her forget the numbers and tells her instead that the song she was singing was "one-in-nine." That is the reason there are not too many tigers on earth.



Cha, Dia. *Dia's Story Cloth: The Hmong People's Journey to Freedom*. Lee and Low, 1996

Dia receives an embroidered cloth that tells the story of her family's escape from Laos. Her aunt made the cloth for Dia while staying in a refugee camp in Thailand to help Dia understand and stay connected to her culture. The story cloth, or *pa'ndau*, tells about Hmong farm life in Laos, the upheaval of the Vietnam War, and other elements of Hmong history, culture, and artistic traditions. The book is illustrated with photographs of the story cloth.

Marchant, Brian, and Heather Marchant. *A Boy Named Chong*. Project Chong, 1992

In this rhyming text, Chong tells of his farm life where he never wore shoes and his family's escape to a refugee camp where they lived for three years. There he learned some English and some American customs like wearing socks. He still has trouble speaking English, but he does know he has red Reebok™ shoes!

Murphy, Nora. *A Hmong Family*. Lerner, 1997

Part of the Journey between Two Worlds series, this photo-documentary account of one family begins with life in their Laotian village and traces them through a refugee camp and eventual settling in Minnesota.

Sayavong, James, comp. *Asian Folk Tales*. Milwaukee Public Schools, 1991

Asian elementary school students at Milwaukee's Wisconsin Avenue School translated 22 Lao and Hmong folktales told to them by their relatives. The students' drawings are used to illustrate the book.

Shea, Pegi. *The Whispering Cloth*. Boyds Mills, 1995

Mai and her grandmother live in a Hmong refugee camp in Thailand waiting for the day when they can join relatives in the United States. She watches the adult women make embroidered story clothes called *pa'ndau*. Her grandmother tells her that she can make a cloth when she has a story to tell. Mai's first cloth tells the story of her family's escape from Laos. The book's illustrations are photographs of an actual *pa'ndau*. Mai's story ends in the United States and shows snowmen made by her and her cousins, swimming in the ocean, and grandmother and Mai sleeping under a canopy bed.

“Little People” Stories from around the World

Ages: Preschool and primary grades

Read the story of Tom Thumb, Thumbelina, or Issun-boshi. Use a ruler to demonstrate how large one inch is! Use half of a walnut shell to show how large Thumbelina's boat was. Show the children as wide a selection as possible of stories from around the world about little people. Many of the little people stories come from folklore, so contemporary authors and illustrators are considered retellers. Since the tales are available in a variety of formats—including filmstrips, audiocassettes, and videos—encourage the children to read and view (instead of only viewing). After becoming familiar with one of the stories, children can use it to create a small book of their own or to make a shoebox diorama.

Books

Falloon, Jane. *Thumbelina*. McElderry, 1996 (Danish)
Grimm Brothers. *The Complete Grimm's Fairy Tales*. Pantheon, 1974 (German)
Leonard, Marcia. *The Elves and the Shoemaker*. Silver, 1990 (German)
Lindgren, Astrid. *The Tomten*. Putnam, 1990 (Swedish)
Mosel, Arlene. *The Funny Little Woman*. Dutton, 1972 (Japanese)
Morimoto, Junko. *Issun-boshi: The Inch Boy*. Viking, 1986 (Japanese)
Nicholson, Geraldine. *Adventures of Muku*. Dillon, 1975 (Hawaiian)
Perrault, Charles. *Tom Thumb: A Tale*. Schocken, 1983 (French)
Rydberg, Viktor. *The Christmas Tomten*. Putnam, 1981 (Swedish)
Seuling, Barbara. *The Teeny, Tiny Woman: An Old English Ghost Tale*. Viking, 1976 (English)
Shute, Linda. *Clever Tom and the Leprechaun*. Lothrop, Lee, 1988 (Irish)
Shute, Linda. *Momotaro, the Peach Boy*. Lothrop, Lee, 1986 (Japanese)
Walker, Paul. *Little Folk: Stories from around the World*. Harcourt, 1997 (International)
Watson, Richard. *Tom Thumb*. Harcourt, 1989 (French)
Wellerstein, Sadie. *K'tonton in the Circus: A Hannukah Adventure*. Jewish Publication Society, 1981 (Jewish)

Music across Cultures

Ages: Adapt for all

Begin the program by showing and demonstrating a variety of musical instruments from around the globe. One resource for purchasing them is Lakeshore Learning Materials (see chapter 6 for contact information). Toy accordians are available through Oriental Trading Company (see chapter 6 for contact information). Check, too, with local performers, local music stores, music teachers, and band, orchestra, and choral directors who may be willing to loan instruments or come to your program for in-person demonstrations. If the children will be allowed to try out the instruments, you will probably want to limit the selection to rhythm instruments rather than wind instruments for health protection reasons.

Among the rhythm instruments children will enjoy are

- Bells—Various shapes and sizes of hollow material (usually metal) rung with a clapper suspended or contained inside. (Common in many cultures)
- Castanets—Round wooden discs held between the fingertips and palm of the hand and clicked together (Spain and Latin America)
- Sheker—A large gourd covered with a netting of cord and beads that makes a swishing sound when shaken gently. (Africa)
- Dumbeck—A stick with a two-sided drumhead (imagine a lollipop); two small pegs that hang from strings below the stick; as the stick is twirled between the palms of the hands the pegs strike the drumhead. (Common in many cultures)
- Gourd shaker—Hollow gourds filled with seeds or stones. (Common in many cultures)
- Maracas—Brightly painted shakable gourds affixed to sticks. (Mexico)
- Rain sticks—Hollow dried cactus stems filled with seeds that run from one end to the other as the stick is tilted. (Latin America and other cultures)
- Thumb piano—Hollow gourd with metal strips or wires strung across an opening cut into the gourd. (Africa)

Have a group perform "A Home-Made Band" found in *Creative Drama and Musical Activities for Children* by Gunvor Edwards (Plays Inc., 1988). Cheryl Lavender's *Instrument Bingo* (Jenson, 1987) is a game that comes with an audiocassette; the game is played by listening to the instruments on the tape and matching them to the players' cards. Refer also to the program outline in this section titled Drums: The Heartbeat of Cultures and Generations.

Books

Bryan, Ashley. *What a Wonderful World*. Atheneum, 1995

Six children prepare scenery and props for a puppet show; a Louis Armstrong puppet is featured singing his song of hope, "What a Wonderful World."

Davol, Marguerite. *The Heart of the Wood*. Simon & Schuster, 1992

The artistry of building a violin is explored as is the musician's eventual finding the song in the heart of the wood.

Higginsen, Vy. *This is My Song: A Collection of Gospel Music for the Family*.

Crown, 1995

Gospel songs are included in this introduction to gospel music forms. Notation for each song is given along with a brief explanation of the context in which it was written.

Hudson, Wade, and Cheryl Hudson. *How Sweet the Sound: African-American Songs for Children*. Scholastic, 1995

Twenty-three songs reflecting African American culture and heritage comprise this collection.

Hru, Dakari. *Joshua's Masai Mask*. Lee and Low, 1993

Joshua loves to play the *kalimba*, or "finger piano," but he is frightened about playing it in the school talent show. His family encourages him to share his African American heritage, and his uncle gives him a Masai mask to help him overcome his fear. The mask helps Joshua experience other people's lives, and his *kalimba* helps save the show.

Isadora, Rachel. *Ben's Trumpet*. Greenwillow, 1979

Ben dreams of being a trumpet player, but he must practice on an imaginary one until a local musician sees him, gives Ben a real trumpet, and teaches him to play.

Jones, Maurice. *Say It Loud: The Story of Rap Music*. Millbrook, 1994

The author traces the evolution of rap music from the oral traditions in Africa to the present day. Information on performers is included.

Keats, Ezra. *Apt. 3*. Macmillan, 1971

Two brothers find out about a man in their apartment building who plays a harmonica.

Lewis, Richard. *All of You was Singing*. Atheneum, 1991

This is a lyrical account of creation and how music came into being.

London, Jonathan. *Hip Cat*. Chronicle, 1993

Hip Cat journeys to the city by the bay to live his dream of being a jazz musician.

Morgan, Monceaux. *Jazz: My Music, My People*. Knopf, 1994

A combination of biographies and portraits of the people who made jazz great is presented, and an explanation of various styles is given.

Orozco, Jose. *De Colores and Other Latin-American Folk Songs for Children*. Dutton, 1994

This is a collection of 27 Latin American songs, chants, and rhymes; lyrics in both English and Spanish.

Pinkney, Andrea, and Brian Pinkney. *Shake Shake Shake*. Red Wagon, 1997

A baby boy and his sister enjoy the sounds of two shekеры as their mother watches.

Raschka, Chris. *Charlie Parker Played Be Bop*. Orchard, 1992

With text infused with the rhythm of bebop, this is a tribute to the great saxophonist, Charlie Parker.

Soto, Gary. *The Skirt*. Delacorte, 1992

Maiate takes her mother's folklorica dancing skirt to school and forgets it on the bus. Realizing it is needed on the weekend for a celebration, Maiate convinces her best friend to join her in breaking into the bus lot.

Walter, Mildred. *Ty's One-Man Band*. Scholastic, 1980

Ty meets a man using a washboard, comb, spoon, and pail to create music, and together they fill the night with agreeable sound.

Williams, Vera. *Music, Music for Everyone*. Greenwillow, 1984

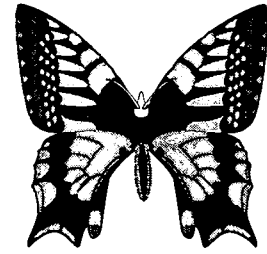
Rosa plays her accordian in a children's musical band to help raise money for family health expenses. The whole multicultural neighborhood comes to the concert.



Pourquoi Tales

Ages: 1st through 5th grade

Plan a day around folktales that tell why (pourquoi) something is so. You may invite the help of older students to provide variations in the presentations. Storytelling with or without a book, reader's theater, and short plays are possibilities. For some stories you can enlist audience members to serve as impromptu actors. The list of books provided here will get you off to a good start.



Books

Aardema, Verna (reteller). *Why Mosquitoes Buzz in People's Ears*. Penguin, 1992 (West Africa)
Ahenakew, Freda (translator). *How the Birch Tree Got Its Stripes*. Fifth House, 1988 (Cree)
Grifalconi, Ann (reteller). *The Village of Round and Square Houses*. Little, Brown, 1986 (Cameroon)
Kipling, Rudyard (reteller). *Just So Stories*. Many editions available (International origins)
Mora, Francisco X. (reteller). *The Legend of the Two Moons*. Highsmith, 1992 (Mexico)
Stevens, Janet (reteller). *How the Manx Cat Lost Its Tale*. Harcourt, 1990 (Isle of Man)
Taylor, Harriet (reteller). *Coyote and the Laughing Butterflies*. Macmillan, 1995 (Native American)
Troughton, Joanna (reteller). *How Rabbit Stole the Fire*. Bedrick, 1986 (Native American)

Scenes in African American Life, Past and Present

Ages: Adapt for preschool through upper grades

Acknowledge the difficult history that is a part of African American heritage. Recognize the contributions of black leaders and role models locally and in the nation. In the books listed below you will find examples both of cultural differences and of experiences shared by children and families of all colors. If you like, draw on ideas and activities presented in the program outline titled Travelogue: Africa, which is found later in this chapter.

You may choose to begin the day with an invited guest who can talk about Juneteenth Day and Kwanza or a guest who can introduce the pleasures of jazz through performance or through recordings. A program devoted to jazz could make a fine family evening event.

Books—Heritage

Chocolate, Debbi. *Kente Colors*. Walker, 1996

Kente cloth, with its symbolic colors, was made traditionally in Ghana and Togo. It was worn only by royalty at one time, but now it is the national costume of Ghana. The art of the weaving was handed down from one generation to another

Greenfield, Eloise. *Honey I Love*. Harper, 1995

The words from a poem form the basis for the narrative describing all the things that are loved in the course of one day.

Grimes, Nikki. *It's Raining Laughter*. Dial, 1997

Twelve poems are paired with pictures of African American children. Some poems celebrate the love and pride of African American names. One celebrates the joy a brown-skinned child takes in seeing pictures of children like her in books at the library. The book acknowledges the importance of self-esteem, joy, and laughter.

Higgins, Vy. *This Is My Song: A Collection of Gospel Music for the Family*. Crown, 1995

With a written introduction to the genre, 30 gospel songs are included in this collection. Notation for each song is given along with a brief explanation of the context in which it was written.

Hudson, Cheryl. *Bright Eyes, Brown Skin*. Just Us, 1990

Hudson offers a celebration of the skin tones and physical characteristics of African American children.

Hudson, Wade, and Cheryl Hudson. *How Sweet the Sound: African-American Songs for Children*. Scholastic, 1995

This collection of 23 songs from African American tradition includes illustrations representing elements of that heritage. A brief history is provided for each song and notation is included at the end of the book.

Johnson, James Weldon. *Lift Ev'ry Voice and Sing*. Scholastic, 1995

The words to the African American anthem are paired with ethnocentric illustrations.

- Jones, Maurice. *Say It Loud: The Story of Rap Music*. Millbrook, 1994
Jones traces the evolution of rap music from oral traditions in Africa to the United States in the time of bondage and to the present day. Information on performers is included.
- Monceaux, Morgan. *Jazz: My Music, My People*. Knopf, 1994
Biographies and portraits of the people who made jazz great are presented together with explanations of musical styles.
- Myers, Walter. *Brown Angels: An Album of Pictures and Verse*. Harper, 1993
Myers presents a collection of pictures of African American babies and children with text validating their beauty and worth.
- Myers, Walter. *Harlem: A Poem*. Scholastic, 1997
The history of Harlem is traced, showing it as a welcoming place, a gathering place of Black faces and voices and rhythms.
- Raschka, Chris. *Charlie Parker Played Be Bop*. Orchard, 1992
The rhythm of bebop infuses the text of this tribute to the famous saxophonist, Charlie Parker.
- Slier, Deborah, ed. *Make a Joyful Sound: Poems for Children by African-American Poets*. Checkerboard, 1991
Topics such as family, friends, playing outside, school, and pride in African American heritage are included in this collection.
- Strickland, Dorothy, and Michael Strickland. *Families: Poems Celebrating the African American Experience*. Boyds Mills, 1994
Each page features families with a text that assures children the world is wide open to them.
- Thomas, Joyce. *Brown Honey in Broomwheat Tea*. Harper, 1993
Twelve poems express feelings of pride, joy, wonder, and sorrow of everyday African American life.
- Walter, Mildred. *Ty's One-Man Band*. Scholastic, 1980
Ty meets a man using a washboard, comb, spoon, and pail to create music, and together they fill the night with music.
- Weiss, George, and Bob Thiele. *What a Wonderful World*. Atheneum, 1995
Six children prepare scenery and props for a puppet show using the words to the song "What a Wonderful World," made famous by Louis Armstrong. Try showing the colorful illustrations by Ashley Bryan as you play an Armstrong recording of the song.

Books—Times Past

- Belton, Sandra. *May'naise Sandwiches & Sunshine Tea*. Four Winds, 1994
The friendship between two African American girls of different social classes is told as a child remembers the stories her grandmother told her.
- Crews, Donald. *Bigmama's*. Greenwillow, 1991
In the 1940s the author and his family made annual trips to Florida to spend the summer on his grandparents' farm. This experience of going south or "down home" during the summer was common for African American families. All children will understand the excitement felt by the children in the story as they explore the house, barn, and yard to see that everything is as they remembered it.
- Crews, Donald. *Shortcut*. Greenwillow, 1992
While visiting their grandmother, seven children decide to take a dangerous shortcut. They walk along a railroad track, and as they cross a bridge they hear the whistle of an approaching train. They cannot outrun the train and the train cannot stop, but the children manage to slide down a steep embankment to escape death.
- Howard, Elizabeth. *Aunt Flossie's Hats (And Crab Cakes Later)*. Clarion, 1991
Great Aunt Flossie has kept every hat she has ever owned and they remind her of stories, which she tells her grandnieces.
- Howard, Elizabeth. *Mac & Marie & the Train Toss Surprise*. Four Winds, 1993
An African American brother and sister wait anxiously for the train to pass by their house because their Uncle Clem works on the train and has promised to toss a surprise package off the train as it goes past.
- Howard, Elizabeth. *Papa Tells Chita a Story*. Simon & Schuster, 1995
Papa begins to tell Chita his adventures during the Spanish American War, but she soon realizes that the parts about his fight with the snake and the alligator and his spending the night in an eagle's nest are tall tales.
- Howard, Elizabeth. *The Train To Lulu's*. Aladdin, 1994
Two young African American girls travel for the first time alone on a train to visit their grandmother.

Howard, Elizabeth. *What's in Aunt Mary's Room?* Clarion, 1996

Two girls are interested in a locked room at their great-aunt's house. Together they go into the room to find the family Bible to have their names inscribed.

McKissack, Patricia. *Ma Dear's Aprons*. Atheneum, 1997

Based on real events in the life of McKissack's great-grandmother, this story tells how David Eark can tell what day it is by the apron his mother is wearing. Each day she wears a different apron suited to the work she has to do that day. The loving relationship between this working mother and her son is expressed in the activities they share.

Medearis, Angela. *Picking Peas for a Penny*. Scholastic, 1990

This is the story of a young Black girl growing up on a farm during the 1930s Depression. Her family has little money, but they do have love for each other.

Miles, Calvin. *Calvin's Christmas Wish*. Viking, 1993

As the family prepares for Christmas in the 1950s, Calvin wishes for a new bicycle. But he knows that his loving African American family is more important than all the material things in the world.

Miller, William. *Zora Hurston and the Chinaberry Tree*. Lee and Low, 1994

Author Zora Hurston was encouraged by her mother to think the world belonged to her and that she could succeed at the things she enjoyed.

Mitchell, Margaree. *Uncle Jed's Barbershop*. Simon & Schuster, 1993

The narrator's Uncle Jed lost the money he was saving to open his own barbershop during the Depression. Finally, at 79 he opened his shop and all the people who had known him came for the opening.

Pinkney, Gloria. *Back Home*. Dial, 1992

Family heritage, memory, and family ties are shown as an African American family welcomes a little girl when she comes from the city to visit her rural relatives in the 1950s.

Pinkney, Gloria. *The Sunday Outing*. Dial, 1994

Eight-year-old Ernestine and her Aunt Odessa share an interest in trains and adventures. In an effort to keep in touch with extended family members and to pass along family traditions, Ernestine is being prepared to make a long train trip to her relatives in the South. The story is set in the 1950s.

Rochelle, Belinda. *When Jo Louis Won the Title*. Houghton Mifflin, 1994

Jo Louis dreads her first day at a new school because everyone makes fun of her name. But her grandfather tells Jo about how he arrived in Harlem on the same day that Joe Louis won his boxing title. He helps Jo understand the story and reason behind her name.

Stroud, Bettye. *Down Home at Miss Dessa's*. Lee and Low, 1996

In the 1940s, two sisters decide that they must change roles and take care of Miss Dessa, who has always cared for them. A strong sense of being a good neighbor is conveyed.

Thomas, Joyce. *Gingerbread Days*. Harper, 1995

An African American boy learns who he is as he moves through the calendar year. His place as a beloved son and grandson is secure.

Williams, Sherley. *Working Cotton*. Harcourt, 1992

The events in the life of a Black migrant family who worked long hours picking cotton are recounted.

Woodtor, Dee. *Big Meeting*. Atheneum, 1996

The simple joys of a large family reunion capture events rich in emotion and memory.

Books—Contemporary Life

Barber, Barbara. *Allie's Basketball Dream*. Lee and Low, 1996

A young girl is given a basketball by her father and dreams of becoming a professional player. She is spirited and determined and eventually makes her first basket despite teasing from a group of boys.

Barber, Barbara. *Saturday at the New You*. Lee and Low, 1994

Every Saturday Shauna goes with her mother to the beauty parlor her mother owns. She helps her mother set up for the day, sorts curlers, brings magazines to customers, and braids her dolls' hair. The strength of the African American neighborhood and hard-working women are celebrated.

Bunting, Eve. *Smoky Night*. Harcourt, 1994

A young African American boy and his mother leave their apartment in the middle of the night to seek refuge in a shelter during a riot. The multicultural neighborhood gathers at the shelter, and the tension between the African American and Korean American families is described.

Chocolate, Debbi. *On the Day I was Born*. Scholastic, 1995

An African American family blends ancient African traditions—such as holding a baby up to the heavens and presenting the baby with *kofia* and *kente* cloth—with modern American practices as they welcome a new family member.

Crews, Nina. *One Hot Summer Day*. Greenwillow, 1995

A young girl chooses to play outdoors on a very hot day. The temperature seems to control everything, until the heat is broken by a cool rain.

- Cummings, Pat. *Clean Your Room, Harvey Moon!* Bradbury, 1991
When Harvey settles in to watch television on Saturday morning, he hears the "Voice of Doom" telling him to clean his room.
- DeGross, Monalisa. *Donavan's Word Jar*. Harper, 1994
Third-grader Donovan Allen collects words and puts them into a jar once he has written them down and learned them. His family helps him think of the perfect solution when his word jar is full.
- Derby, Sally. *My Steps*. Lee and Low, 1996
A young girl describes all the fun she and her friends have on the front stoop of her house in a busy city neighborhood.
- Flournoy, Valerie. *Tanya's Reunion*. Dial, 1995
Tanya goes early to a family reunion with her grandmother to the family farm her grandmother has often described to her.
- Garland, Sarah. *Billy and Belle*. Viking, 1992
Billy is asked to take his little sister Belle with him on the day that his parents go to the hospital for the birth of their new baby. It is pet day at school, and Belle finds a spider she can take.
- Gilchrist, Jan. *Indigo and Moonlight Gold*. Black Butterfly, 1993
A special bond exists between the young girl and her mother in this book. The daughter wishes she could keep the stars she sees from the porch forever and keep her mother watching from the window. But she knows that although life will change, her mother's love will always be with her.
- Greenfield, Eloise. *First Pink Light*. Black Butterfly, 1991
Four-year-old Tyree refuses to go to bed because he wants to wait up and surprise his father by jumping out of a cardboard box. His mother agrees to let him stay up if he sits in a rocking chair and wait for the pink light of dawn.
- Greenfield, Eloise. *William and the Good Old Days*. Harper, 1993
William knows that life has changed for him and his grandmother now that she is in a wheelchair. He remembers when she owned the neighborhood diner: how she fixed good food and how she was loved.
- Haseley, Dennis. *Crosby*. Harcourt, 1996
Crosby seems to be a lonely child who takes little interest or pleasure in the people and events around him. But one day he shares the joy of flying the kite he has made by teaching a younger child how to fly it. The sharing seems to open both children to new possibilities.
- Havill, Juanita. *Jamaica's Find*. Houghton Mifflin, 1986
Jamaica finds a stuffed dog at the park one day and decides to take it home.
- Heath, Amy. *Sofie's Role*. Four Winds, 1992
Sofie goes to the bakery with her parents to help out on the day before Christmas. She packs orders, answers the phone, and even waits on a few customers.
- Hort, Lenny. *How Many Stars in the Sky?* Tambourine, 1991
A little boy goes out into the backyard in his pajamas to count the stars, but there are too many and they keep moving. They are hard to see because of the city lights, so his father takes him out into the country to watch.
- Hudson, Wade. *I Love My Family*. Scholastic, 1993
An African American family has a joyous reunion with dancing, singing, good food, and posing for a family picture.
- Hudson, Wade. *Jamal's Busy Day*. Just Us, 1996
Jamal is a child who takes school very seriously because he knows that going to school is his "job." He works hard all day attending meetings, doing research, and assisting his supervisor: all things his parents describe about their careers as an architect and accountant.
- Hru, Dakari. *The Magic Moonberry Jump Ropes*. Dial, 1996
Two girls are frustrated when their friends are not available to play double-Dutch jump rope and their sister is too young to turn the ropes. Their uncle tells them he has brought magic ropes from Tanzania that can grant wishes. The girls' wish for a third jumper comes true when a new family moves in next door. But the girls wonder if the ropes are really magic.
- Jackson, Isaac. *Somebody's New Pajamas*. Dial, 1996
When two African American boys from different backgrounds become friends and sleep over at each other's homes, they exchange ideas about sleepwear as well as about family life.
- Johnson, Angela. *Daddy Calls Me Man*. Orchard, 1997
A young African American boy is featured in four vignettes with his loving family.
- Johnson, Angela. *Joshua's Night Whispers*. Orchard, 1994
Joshua is a little uncomfortable at night when the wind brings whispers into the room. He goes down the hall to find Daddy so they can listen to the night whispers together. (Board book format)

Johnson, Angela. *One of Three*. Orchard, 1991

The youngest of three sisters enjoys the things the three do together, but she resents being left behind when the two older girls say she is too young to join them. Her parents make her feel like "one of three" again when they include her in their activities.

Keats, Ezra. *A Letter to Amy*. Harper, 1968

Peter wants to surprise Amy with an invitation to his birthday party so he mails her a letter.

McKissack, Patricia. *A Million Fish...More or Less*. Knopf, 1992

Inspired by the fish tales he has heard from Papa-Daddy and Elder Abbajon, Hugh Thomas makes up his own fish story as he walks home from a day of fishing.

Miller, William. *A House by the River*. Lee and Low, 1997

During a summer storm, Belinda and her mother climb to the attic to wait out the flooding. Belinda doesn't like the house by the river until her mother explains how hard her father worked to buy it, contrasting that with her great-grandfather's hard work as a slave.

Oppenheim, Shulamith. *Fireflies for Nathan*. Tambourine, 1994

When 6-year-old Nathan is visiting his grandparents, he enjoys hearing stories about his father, especially that his father liked fireflies because Nathan likes them, too.

Peterson, Jeanne. *My Mama Sings*. Harper, 1994

A young boy is worried when his mother loses her job and can't sing because she is so sad. He imagines a song he wants to sing to cheer her.

Pilkey, Dav. *The Paperboy*. Orchard, 1996

A boy delivers papers on his bike early in the morning before anyone else is awake. As he rides, dawn comes in bright colors. The boy and his dog return home, and the boy must pull down his window shade to keep out the light as he goes back to sleep.

Pinkney, Andrea. *Solo Girl*. Hyperion, 1997

Cass can't seem to learn how to jump double-Dutch jumprope. Her brothers make a rhyme to help her jump a single rope, but it is Cass's own math skills that help her master double-Dutch.

Pinkney, Andrea, and Brian Pinkney. *I Smell Honey*. Red Wagon, 1997

A young girl watches as her mother prepares a meal of fried catfish, collard greens, red beans, and sweet potato pie. (Board book format)

Pinkney, Andrea and Brian Pinkney. *Pretty Brown Face*. Red Wagon, 1997

A baby boy and his father play an Afrocentric version of "Where's your nose?" (Board book format)

Pinkney, Andrea, and Brian Pinkney. *Watch Me Dance*. Red Wagon, 1997

A big sister entertains her baby brother by dancing for him.

Pinkney, Andrea, and Brian Pinkney. *Shake Shake Shake*. Red Wagon, 1997

A baby boy and his sister enjoy the sounds of two shekeres as their mother watches. A shekere is an African musical instrument consisting of a gourd covered with a mesh of sea shells and string. When shaken, the beads strike and swish against the gourd. (Board book format)

Pinkney, Brian. *The Adventures of Sparrowboy*. Simon & Schuster, 1997

Told in comic book style, this is the story of a paperboy who fantasizes that he is a hero called Sparrowboy. He imagines saving children from a dog and saving a baby bird that has fallen from its nest, and he still manages to finish his paper route on time.

Pinkney, Brian. *Max Found Two Sticks*. Simon & Schuster, 1994

Max sits on the front steps of his apartment house and doesn't feel like talking. As his neighbors greet him, he uses two sticks as drumsticks and beats out a rhythm in response.

Raschka, Chris. *Yo! Yes?* Orchard, 1993

Two lonely characters, one black and one white, meet on the street and become friends.

Schertle, Alice. *Down the Road*. Harcourt, 1995

Hetti is old enough to be entrusted with her first solo responsibility: to go into town, buy eggs, and bring them back without breaking any. She is very serious about her responsibility and does very well until she comes to an apple tree with ripe apples.

Smalls-Hector, Irene. *Jonathan and His Mommy*. Little, Brown, 1992

As a young boy and his mother take a walk through their neighborhood, their walk turns into hops, running, zig-zagging, baby steps, and other fanciful steps. Their conversation matches their steps.

Stolz, Mary. *Go Fish*. Harper, 1991

Thomas and his grandfather have a strong loving relationship. They share a passion for fish: catching them, cooking them, eating them, and playing "Go Fish."

Straight, Susan. *Bear E. Bear*. Hyperion, 1995

A young girl in a mixed-race family waits for her favorite teddy bear to come out of the dryer. As she waits, she thinks about adventures they had together.

Thomassie, Tynia. *Mimi's Tutu*. Scholastic, 1996

Mimi loves to watch her family in traditional dance classes. Her grandmother has made her a traditional African tutu, a *lapa*, which she loves to wear at the classes.

Zolotow, Charlotte. *The Old Dog*. Harper, 1995

A boy's loving family helps him with his grief when he finds his dog has died during the night.

Travelogue: Africa

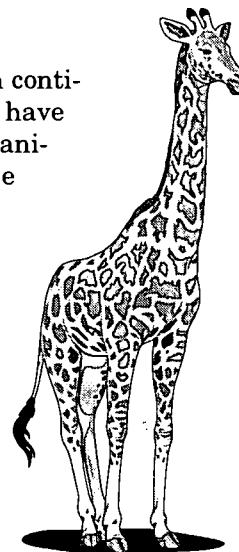
Ages: Adapt for kindergarten through middle grades

Anansi legends are among the most familiar tales from the African continent where they are widespread in various tribal cultures. (They also have traveled and flourished throughout the Caribbean islands.) African animals, too, fascinate children, and you may want to build a storytime around elephants, zebras, giraffes, and lions.

Examine the February/March 1998 issue of *The Mailbox: Primary* for its informative ten-page feature on Kenya. Read about a Zambian festival called *kuomboka* in *Celebrate! Holidays around the World* by Laurie Rozakis (Learning Works, 1993).

Provide materials for the Adinkra sponge stamps found in the Crafts section of this chapter.

Many of the books recommended below draw attention to a specific part of Africa or a specific tribe. You may find it helpful to have a large scale map available so that you can point out various countries and regions. Remember that Africa is a continent with many countries and cultures. Select your favorite tales for reading or telling; have others available for check-out.



Legends and stories to share

Aardema, Verna. *Bimwili and the Zimwi*. Dial, 1985

This story from Zanzibar centers on a young girl who sings beautifully. She is abducted by a Zimui and put inside a drum. He pretends he has a magical singing drum, but her family recognizes the voice in the drum and helps her escape.

Aardema, Verna. *Bringing the Rain to Kapiti Plain*. Dial, 1981

The cumulative rhyme relates how Ki-pat brought rain to drought-stricken Kapiti Plain.

Aardema, Verna. *The Lonely Lioness and the Ostrich Chicks: A Masai Tale*. Knopf, 1996

A mother ostrich leads her four chicks single file right up to a lioness who is sleeping under a tree. The lioness gets the chicks to follow her single file into her den. A gazelle, hyena, jackal, and mongoose all are asked to help save the chicks.

Aardema, Verna. *Oh Kojo! How Could You?* Dial, 1984

In this Ashanti story, a young man named Kojo finally gets the better of Anansi the trickster.

Aardema, Verna. *Princess Gorilla and a New Kind of Water: A Mpongwe Tale*. Dial, 1988

The King decrees that the suitor who wants to win his daughter in marriage must drink from a barrel of intoxicating water that has been found.

Aardema, Verna. *Rabbit Makes a Monkey out of Lion: A Swahili Tale*. Dial, 1988

With the help of Bush-rat and Turtle, nimble Rabbit manages to make Lion (the great King of the rainforest) look foolish.

Aardema, Verna. *The Vinganabee and the Tree Toad*. Warne, 1983

In this Liberian legend, a strange creature called a Vinganabee, beats up all the animals and causes fear until Tree Toad agrees to fight him.

Aardema, Verna. *What's so Funny Ketu?* Dial, 1982

Ketu is laughing at things only he can hear in this Nuer story. As a reward for saving a snake's life, Ketu has been rewarded by being able to hear and understand all the things the animals say to each other.

Aardema, Verna. *Who's in Rabbit's House?* Dial, 1977

Someone with a loud voice is in Rabbit's house and won't let him back in. Animals come to help but are afraid of the loud voice.

Aardema, Verna. *Why Mosquitoes Buzz in People's Ears*. Dial, 1975

Mosquito's lie causes so much trouble that all the animals become involved. The story explains why mosquitoes to this day buzz.

- Alderman, Dan. *Africa Calling, Nighttime Falling*. Coyote, 1996
A girl imagines herself in Africa with lions, elephants, monkeys, rhinos, zebras, and other animals.
- Bryan, Ashley. *The Story of Lightning and Thunder*. Atheneum, 1993
This Nigerian pourquoi tale relates how Mother Thunder and Son Lightning used to have an arrangement with The People. When The People needed rain, mother and son ran to a mountain and called their friend Rain. But Son Lightning often got restless and ran through the village, sparking trouble. The solution explains why thunder and lightning now live in the sky.
- Dee, Ruby. *Two Ways to Count to Ten: A Liberian Folktale*. Holt, 1988
King Leopard announces that the animal who wants to be the next king must throw his spear into the air so high that the animal can count to ten before it comes down again. Many animals try, but Antelope wins by counting by twos to ten. King Leopard admires his intelligence and admits there are many ways to count to ten.
- Dee, Ruby. *Tower to Heaven*. Holt, 1991
Based on a Ghanaian tale, the legend tells of a village trying to build a tower to heaven while Taa, a talkative woman, stands on the top telling Onyankopon what to do and calling for mortar to finish the tower.
- Grifalconi, Ann. *Darkness and the Butterfly*. Little, Brown, 1987
Osa is a young girl who lives in the Central African village of Tos. She is brave during the day, but when darkness comes she is afraid. Wise Woman listens to her fears when she loses her way in the dark. Osa dreams that night that she is a butterfly, and when she awakens she is no longer afraid of the dark.
- Grifalconi, Ann. *Village of Round and Square Houses*. Little, Brown, 1986
In the African village of Tos, located in the hills of the Cameroons in Central Africa, women live in round houses and men live in square ones, because of a volcano eruption long ago. Clothing, homes, and cooking of the village are portrayed in the story.
- Grimsdell, Jeremy. *Kalinzu*. Kingfisher, 1993
A young buffalo calf becomes separated from her mother on the African veldt and begins a search for her.
- Kimmel, Eric. *Anansi and the Talking Melon*. Holiday, 1994
The clever spider is up to his endless tricks as he makes Elephant and other animals believe the melons where he is hiding can talk.
- Kurtz, Jane. *Pulling the Lion's Tail*. Simon & Schuster, 1995
Based on the Ethiopian story "The Lion's Whiskers," this is the story of a young girl who wants to gain the affection of her new stepmother. Almaz's grandfather tells her the problems with her stepmother will end if she is clever enough to pull a hair from the lion's tail. Almaz gets close to the lion by gradually getting him used to her. By the time she gets the hair, she realizes she has to use the same patience and slow methods to win her stepmother's confidence and affection.
- London, Jonathan. *Ali, Child of the Desert*. Lothrop, Lee, 1997
On a trip to the Moroccan market town of Rissani, Ali becomes separated from his father during a sandstorm.
- MacDonald, Suse. *Nanta's Lion*. Morrow, 1995
A Masai child is curious to see the lion that her father and the other villagers are hunting.
- Medearis, Angela. *The Singing Man: Adapted from a West African Folktale*. Holiday, 1994
In this story from Nigeria, a third son is cast from his village because he wants to be a musician instead of following a career the elders feel will be of value to their village. He meets a musician who teaches him history and the tradition of singing praise songs. Traditionally, African history and praise for honored deeds were preserved in music long before they were written down.
- Molle, Tolowa. *The Orphan Boy*. Clarion, 1991
In this tale based on a Masai story, an old man notices a star is missing from the sky. He is distracted by the sudden appearance of a boy whom he takes home. He is amazed by how much work the boy can do. The man begins to question where the boy came from, which proves to be a fatal flaw.
- Olaeye, Isaac. *Bitter Bananas*. Boyds Mill, 1994
This story by a Nigerian writer takes place in an African rain forest. Yusef gathers sap to sell at market but notices someone is stealing his supply. He tries a scheme to stop the baboons from raiding his sap. Traditional refrains are built into the story to signal the turn of events.
- Steptoe, John. *Mufaro's Beautiful Daughters*. Lothrop, Lee, 1987
Mufaro's two beautiful daughters—one bad-tempered, one kind and sweet—go before the king who is choosing a wife.
- Troughton, Joanna. *Tortoise's Dream*. Bedrick, 1986
When Tortoise dreams of a delicious fruit, other animals seek Grandmother Koko to find out the location of the fruit.

Additional books

- Angelou, Maya. *Kofi and His Magic*. Clarkson, 1996
Angelou, Maya. *My Painted House, My Friendly Chicken, and Me*. Clarkson, 1994
Bond, Jean. *A is for Africa*. Watts, 1969
Clifton, Lucille. *Emeka's Gift: An African County Story*. Holt, 1973
Cowen-Fletcher, Jane. *It Takes a Village*. Scholastic, 1994
Feelings, Muriel. *Jambo Means Hello: A Swahili Alphabet Book*. Dial, 1974
Feelings, Muriel. *Moja Means One: A Swahili Counting Book*. Dial, 1971
Hoffman, Mary. *Boundless Grace*. Dial, 1995
Kroll, Virginia. *Africa Brothers and Sisters*. Aladdin, 1993
Leigh, Nila. *Learning to Swim in Swaziland: A Child's Eye View of a Southern African Country*. Scholastic, 1993
Lewin, Hugh. *Jafta*. Carolrhoda, 1981 (See also other books in the Jafta series.)
Margolies, Barbara. *Rehema's Journey: A Visit in Tanzania*. Scholastic, 1990
Onyefulu, Ifeoma. *Ogbo: Sharing Life in an African Village*. Harcourt, 1996
Sandoval, Dolores. *Be Patient, Abdul*. McElderry, 1996
Sisulu, Elinore. *The Day Gogo Went to Vote: South Africa, April 1994*. Little, Brown, 1996

Travelogue: Ancient Egypt

Ages: Adapt for primary through fifth grade

To plan this program, explore ideas in *Pyramids: 50 Hands-on Activities to Experience Ancient Egypt* by Avery Hart (Williamson, 1997) and *Ancient Egypt Activity Book* by Robyn Hamilton (EduPress, 1994). These resource books will give you good background for discussion of crocodiles, hippos, camels, desert life, pyramids, and the importance of the Nile River in Egyptian history. Show examples of hieroglyphics and allow time for children to try creating words with them.

Share *Unwrap the Mummy: A Four-Foot-Long, Fact-Filled, Pop-Up Mummy to Explore* by Ian Dicks (Random, 1995) and *Ancient Egypt: Book and Treasure Chest* by George Hart (Harcourt, 1989). The Dicks book offers the reader a chance to unwrap a mummy beginning with its feet and to read short explanations of the process the mummy went through to become a mummy. Brief text on Egyptian funeral rites and ceremonies also is included. The Hart treasure chest contains a piece of papyrus, an ancient Egyptian game, a map showing Egyptian gods and goddesses, stamps and a stamp pad, and a miniature Ushabti—a figurine placed in ancient tombs to serve as a slave for the soul. Choose several of the listed books to read aloud.

Books

- Adinolfi, JoAnn. *The Egyptian Polar Bear*. Houghton Mifflin, 1994
A lonely polar bear is swept away on an iceberg and winds up in Egypt, where he becomes the royal playmate of the boy king Rahotep.
- Clements, Andrew. *Temple Cat*. Clarion, 1996
A temple cat in ancient Egypt grows tired of being worshipped and cared for in a reverent fashion. She travels to the seaside where she finds genuine affection with a fisherman and his children.
- DePaola, Tomi. *Bill and Pete Go Down the Nile*. Putnam, 1987
William Everett Crocodile and his friend Pete take a class trip to a Cairo museum where they encounter a jewel thief.
- Lattimore, Deborah. *The Winged Cat: A Tale of Ancient Egypt*. Harper, 1992
A young servant girl and a high priest each must find the correct magic spells from the Book of the Dead that will open the 12 gates of the netherworld and determine who is telling the truth about the death of the girl's cat.
- Kipling, Rudyard. *How the Camel Got His Hump*. Many editions available.
This old favorite is a good choice for storytelling as is "The Dancing Camel" from Betsy Byers' *A Newbery Zoo* (Delacourt, 1985).
- Leon, Vicki. *Outrageous Women of Ancient Times*. Wiley, 1997
Stories are recounted of bold, notorious, or successful women in such early cultures as ancient Greece, Mesopotamia, and China.

Lewin, Betsy. *What's the Matter, Habibi?* Clarion, 1997

One day, instead of following Ahmed around in a circle giving children rides, Habibi the camel runs through the bazaar with Ahmed following him and trying to figure out what is wrong.

Oppenheim, Shulamith. *The Hundredth Name*. Boyds Mills, 1995

Salah, a boy living in Egypt, wants to lift his camel's sadness. So he prays the camel will learn Allah's hundredth name, which is unknown to man.

Roberts, Bethany. *Camel Caravan*. Tambourine, 1996

Tired of carrying their burdens in the desert, the camels sneak away from their caravan and have exciting adventures as they explore other ways to travel.

Stolz, Mary. *Zekkmet, the Stone Carver: A Tale of Ancient Egypt*. Harcourt, 1988

Chosen to design a magnificent monument for a vain and demanding pharaoh, an Egyptian stone carver conceives of and begins work on the Sphinx, which still stands today.

Walsh, Jill. *Pepi and the Secret Names*. Lothrop, Lee, 1994

Pepi's father captures an even more important animal when he is painting the lion, hawk, crocodile, and cobra that his son has coaxed to serve as models for the decorations on Prince Dhutmose's tomb.

Wells, Rosemary. *Abdul*. Dial, 1975

The camel's new baby, Abdul, is a strange-looking creature who causes his owner all sorts of problems.

Travelogue: Australia and New Zealand

Ages: Preschool and primary grades

The appearance and antics of kangaroos, kiwis, and koalas appeal to children around the world and to their sense of the exotic. Yet, with English as the official language of Australia and New Zealand, the two countries also seem homelike.

Consult Nancy Everix's *Ethnic Celebrations around the World* (Good Apple, 1991) for ideas on Australian approaches to celebrating veterans and football; the book also offers a good pattern for a penguin. Take a look at the June/July 1995 issue of *The Mailbox: Primary* for excellent background information and activity suggestions. The vocabulary and riddles in the Activities section of this program outline come from that issue and are reprinted by permission of The Education Center, Inc. 3515 West Market Street, Greensboro, North Carolina, 27429.

Consider preparing some samples of Australian food from *Cooking the Australian Way* by Elizabeth Germaine (Lerner, 1990).

Teach "Willoughby Wallaby Woo"—found in *Alligator Pie* by Dennis Lee (Houghton Mifflin, 1974)—using a dancing limberjack folk toy or having children clap to the rhyme's rhythm. Teach the song "The Kangaroo" from Marie Winn's *Fireside Book of Fun and Game Songs* (Simon & Schuster, 1974). It includes silly words and a chance for children to contribute their ideas of silly places for the kangaroo to sit and silly things for the tailor and sailor to do. Teach the familiar song "Waltzing Matilda" and discuss the lyrics.

Use the two kangaroo action rhymes in Liz Cromwell's *Finger Frolics* (Partner, 1983) and a kangaroo action rhyme in *Move Over, Mother Goose* by Ruth Dowell (Gryphon, 1987). Dowell's book also contains a rhyme about a platypus and a wallaby-theme game similar to the familiar London Bridge.

Share several of the animal (and people) books suggested here.

Stories

Brown, Margaret. *Young Kangaroo*. Hyperion, 1993

This picture book shows how a baby kangaroo moves into its mother's pouch and grows there.

Catterwell, Thelma. *Sebastian Lives in a Hat*. Kane, 1990

After his mother's death, a baby wombat lives in a warm hat and is tenderly cared for by loving humans.

Fox, Mem. *Koala Lou*. Harcourt, 1988

A young koala, longing to hear her mother speak lovingly to her as she did before other children came along, plans to win her distracted parent's attention.

Harper, Anita. *It's Not Fair!* Putnam, 1986

A young female kangaroo, jealous of her new baby brother, learns that there are things she can do that he cannot.

Harrison, Troon. *Don't Dig So Deep, Nicholas!* Owl, 1997

A boy at the beach digs so deep that Australian animals start emerging from the hole.

- Johnson, Debra. *I Dreamed I was a Koala*. Abdo and Daughters, 1994
A child dreams of being a koala and meeting many of the animals in Australia.
- Katz, Avner. *The Little Pickpocket*. Simon & Schuster, 1996
Joey jumps out of his mother's pocket because it is too noisy and begins to explore a variety of other pockets.
- Kent, Jack. *Joey Runs Away*. Simon & Schuster, 1985
Joey, unwilling to clean his pouch room, goes off to find a new home; other animals try to move into his mother's now-empty pouch.
- Knowles, Sheena. *Edward the Emu*. Angus, 1988
Bored with being an emu, Edward pretends he is other animals and realizes that being an emu is best.
- Knowles, Sheena. *Edwina the Emu*. Harper, 1997
Edwina tries several humorous jobs to earn money to support her ten new eggs.
- Kraus, Robert. *Noel the Coward*. Simon & Schuster, 1977
Noel the cowardly kangaroo attends Charlie's School of Self-Defense in hopes of learning how to be brave.
- Payne, Emmy. *Katy-No-Pocket*. Houghton Mifflin, 1944
Katy kangaroo has no pouch for her baby, so she asks other animal mothers how they carry their children and eventually finds the perfect pocket for her son.
- Roth, Susan. *The Biggest Frog in Australia*. Simon & Schuster, 1996
When a thirsty frog drinks up all the water, the other animals must find a way to make him give it back.
- Vaughn, Marcia. *Snap!* Scholastic, 1996
A young kangaroo plays games with an echidna, a platypus, and other young Australian animals until they all meet Sly-Tooth, the crocodile, who wants to play Snap!
- Vaughn, Marcia. *Wombat Stew*. Silver Burdett, 1984
When Dingo plans to make wombat stew, the wombat involves other Australian animals in adding their own unusual ingredients.

Poetry

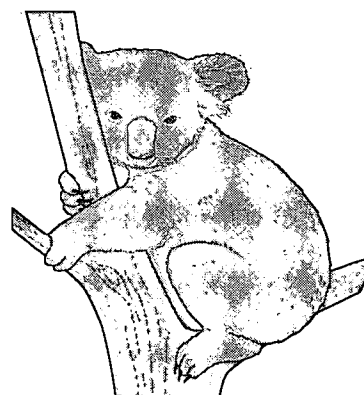
- Cole, William. *A Zooful of Animals*. Houghton Mifflin, 1992
Note especially the illustrations that accompany "Old Man Platypus" and "Are You a Marsupial?"
- Gardner, John. *A Child's Bestiary*. Knopf, 1977
A poem about a bouncy kangaroo is included.
- Yolen, Jane. *Alphabestiary*. Boyds Mills, 1995
Poems about the emu, kangaroos, and kookaburras are brightly illustrated.

Nonfiction

- Eugene, Toni. *Strange Animals of Australia*. National Geographic, 1981
Close-up photographs and brief text introduce many birds, reptiles, and mammals.
- Powzyk, Joyce. *Wallaby Creek*. Lothrop, Lee, 1985
Australian animals are presented with watercolor illustrations and brief text.
- Ryden, Hope. *Joey: The Story of a Baby Kangaroo*. Tambourine, 1994
Photographer Ryden follows the growth of a baby kangaroo as it learns about the other animals living on Australia's Kangaroo Island.

Australian People

- Adams, Jeanie. *Going for Oysters*. Whitman, 1994
An Australian aborigine family spends the weekend fishing and looking for oysters. They almost forget their grandfather's warning about the dangers of the swamp.
- Baker, Jeannie. *Window*. Greenwillow, 1991
The events and changes in a young boy's life and in his environment, from babyhood to adulthood, are chronicled wordless scenes observed from the window of his room.
- Rubinstein, Gillian. *Foxspell*. Simon & Schuster, 1996
In this novel for older children, a 12-year-old boy finds a transforming mystical link with foxes. He moves between the human world and a fox-like state while living with his grandmother in the Australian countryside.



Activities

Do the Kangaroo Jump when children get restless: bend knees, place hands in front of chest like paws, and take small jumps.

Teach Aussie words and phrases.

- Arvo=Afternoon
- Aussie=Australian
- Bobby dazzler=Outstanding person
- Billy=Tin pot with a lid
- Biscuits=Cookies
- Bloke=Person
- Blue=An argument
- Bonza=Good, terrific
- Brolly=Umbrella
- Cackleberries=Eggs
- Cobber=Pal, close friend
- Dinki-di=The real thing
- Dinkum=Honest, genuine
- Give it a burl=Try it
- Jumbuck=Sheep
- Lift=Elevator
- Mate=Friend
- Nipper=Young child
- Sheila=Girl, young woman
- Station=Ranch
- Take a bo-peep=Take a look

Ask riddles from down under.

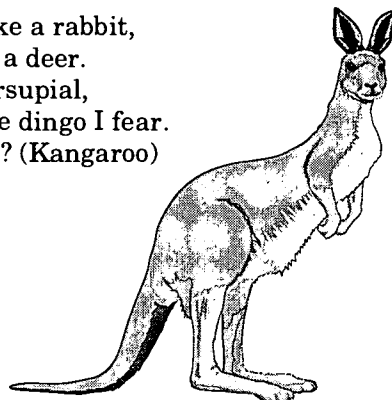
1. I am smaller than an ostrich,
But close to six feet tall.
I can run 30 miles per hour,
But I cannot fly or crawl.
What am I? (Emu)

2. I have a bill like a duck
And a tail like a beaver.
I'm an egg-laying mammal
Like Australia's anteater.
What am I? (Platypus)

3. I feast on ants and termites
And have protective quills.
Although I do lay eggs,
I am a mammal still.
What am I? (Echidna)

4. I have a roly-poly body,
A smooth, leathery nose.
I live in a eucalyptus tree
And have sharp-clawed toes.
What am I? (Koala)

5. I hop like a rabbit,
Graze like a deer.
I am a marsupial,
And it's the dingo I fear.
What am I? (Kangaroo)



Travelogue: China

Ages: Adapt for primary and middle grades

Consult the February/March 1995 issue of *The Mailbox: Primary* for good coverage of China's culture.

You may choose to begin the day with an exhibit of kites and discussion of the Chinese tradition that says flying kites over houses at night will frighten away thieves. Refer to the May/June 1997 issue of *Copycat* magazine for additional information on kites and their history. (Information about dragons and lanterns also is featured in that issue.) Read *Dragon Kite of the Autumn Moon* by Valerie Reddix (Lothrop, Lee, 1991). Display *Chinese Kites: How to Make and Fly Them* by David Jue (Tuttle, 1967) and *Flying Kites in Fun, Art, and War* by James Wagonvoord (Macmillan, 1968).

Make the paper lanterns illustrated in the Crafts section of this chapter.

Read from *Dragon Kites and Dragonflies* by Demi (Harcourt, 1986), a collection of 22 rhymes with illustrations featuring kites, embroidery, and other Chinese arts. Riddles are posed as poems in *High on a Hill: A Book of Chinese Riddles* by Ed Young (Collins, 1980); the riddles are written in both English and Chinese and the illustrations give clues to the answers.

Tell *Grandfather Tang's Story: A Tale Told with Tangrams* by Ann Tompert (Crown, 1990). Tangrams are ancient Chinese puzzles that consist of seven geometric pieces; see patterns in the Crafts section of this chapter. The pieces can be put together in thousands of ways to form objects. Legend has it that many years ago a man named Taun lived in China. He dropped a square object that broke into seven pieces. When he tried to put them back together he was amazed at how many ways they could be combined.

Choose additional books to share from the following list. Conclude the day with fortune cookie treats.

Books

Allen, Judy. *Tiger*. Candlewick, 1994

When the villagers hire a famous hunter to kill the tiger rumored to live in the woods, only one young boy wishes to protect the animal; and, in fact, the hunter knows more than one way to shoot a tiger.

Armstrong, Jennifer. *Chin Yu Min and the Ginger Cat*. Crown, 1993

Through her friendship with a ginger cat, a haughty Chinese widow learns to be humble and to provide for herself.

Russell, Ching Yeung. *First Apple*. Boyds Mills, 1994

In the 1940s, 9-year-old Ying wants to get an apple for her grandmother who has never tasted one.

Steckman, Elizabeth. *Silk Peony, Parade Dragon*. Boyds Mills, 1997

Mrs. Ming's pet dragon, Silk Peony, becomes the official parade dragon of China.

Sun, Chyng Feng. *Mama Bear*. Houghton Mifflin, 1994

Mei-Mei fails to earn enough money to buy an expensive stuffed bear toy for herself, but fortunately her mother is as soft as the bear and can give bear hugs, too.

Yashima, Tara. *Crow Boy*. Viking, 1955

Chibi's knowledge of nature is revealed when a new teacher takes interest in him.

Yen, Clara. *Why Rat Comes First: A Story of the Chinese Zodiac*. Children's, 1991

This story about the zodiac was made up by a Chinese father for his Chinese American daughter. The Jade King sent a messenger down from heaven to every animal on earth inviting them to a feast. The messenger tripped and scattered the invitations, so only twelve animals came to the feast. The host honored his guests by naming a month after each of them, and in a contest to see which will be first rat is the winner.

Yep, Laurence. *The City of Dragons*. Scholastic, 1995

A boy with a face so sad that nobody wants to look at him runs away with a caravan of giants to the city of dragons, where his sorrowful face is finally appreciated.

Folktales retold

Demi. *Chen Ping and His Magic Axe*. Dodd, Mead, 1987

On his way to cut wood, Chen Ping accidentally drops his ax into the river. An old man appears, jumps into the water, and brings out other axes that are more valuable, but honest Chen Ping claims only his own ax. As a reward it becomes magical.

Demi. *The Empty Pot*. Henry Holt, 1990

The Emperor of China gave flower seeds to all the children of China. He promised a reward to the child who grew the most beautiful flowers. Ping tried very hard, but unsuccessfully, to make flowers grow in his pot. At the contest, he is the only child who brings an empty pot. But the Emperor had given away only seeds that would not grow, thus hoping to find an honest child. Only Ping is honest enough to admit failure.

Demi. *Liang and the Magic Paintbrush*. Holt, 1980

Liang loves to draw. He mysteriously receives a magic paint brush and learns that if he finishes a painting, whatever is in the picture will become real.

Hillman, Elizabeth. *Min-Yo and the Moon Dragon*. Harcourt, 1992

When the moon appears to be getting closer and closer to the earth, the Emperor decides he must send a messenger to the moon. The person must weigh very little in order to climb to the moon on a staircase made of cobwebs. Min-Yo is selected.

Hong, Lily Toy. *How The Ox Star Fell From Heaven*. Whitman, 1991

The Emperor of the Heavens sent the Ox Star to Earth with a message for the people, but the Ox garbled the message. The Emperor's message was a promise to the people that they would eat once every three days. However, the Ox promised they would eat three times a day. This explains how oxen became beasts of burden: the people needed help to grow enough food to eat three times a day.

Lattimore, Deborah. *The Dragon's Robe*. Harper, 1990

Great suffering comes to China when the rain dragon becomes angry. It is up to young Kwan Yin to try to end the suffering. Her kindness in trying to help an old man whom she thinks is ill leads to a solution for her.

Lee, Jeanne. *The Song of Mu Lan*. Front Street, 1995

Mu Lan wanted to take her father's place in battle. Therefore, she dressed in men's clothing and fought for ten years, not revealing her true identity until she returned home. (In each illustration, readers can see Mu Lan seated on her white horse.)

Mosel, Arlene. *Tikki Tikki Tembo*. Holt, 1968

In this story of two brothers, the oldest has a very long name and the younger a very short one. The older brother falls in a well and nearly drowns before his younger brother can say his whole name respectfully and explain what has happened.

Yacowitz, Cary. *The Jade Stone*. Holiday, 1992

In China, jade is considered to bring good luck. The Emperor wants a dragon carved out of jade and assigns the work to Chan Lo. Chan Lo discovers the jade does not want to be carved into a dragon and carves the jade into a carp instead.

Yep, Laurence. *The Ghost Fox*. Scholastic, 1994

This scary story is adapted from one collected in 17th century China. Lee is determined to outsmart a ghost fox even if he has to defy his family and neighborhood.

Yolen, Jane. *The Emperor and the Kite*. Philomel, 1988

Djeow Seow is different from her brothers and sisters. She is often overlooked because she is so tiny, but when her father is imprisoned she is the one who rescues him.

Travelogue: Europe

Ages: Adapt for preschool through middle grades

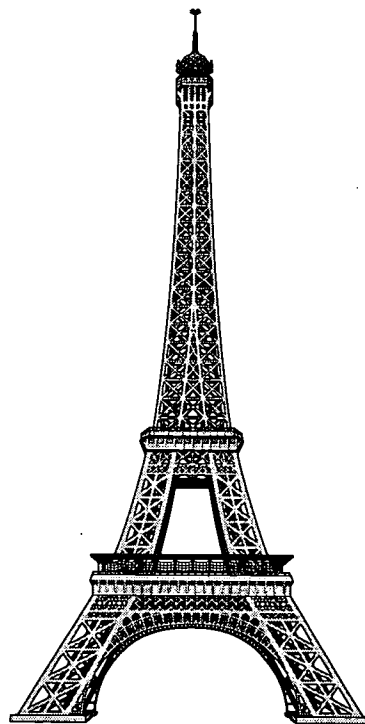
This topic lends itself well to utilizing community history and resources. In spite of increasing ethnic diversity, the majority population in most Wisconsin communities is made up of descendants of European immigrants. Many communities celebrate their early settlers' traditions brought from such countries as Switzerland, Norway, Sweden, Germany, Poland, Czechoslovakia, and Holland. You may choose to emphasize that heritage this Go Global summer and to visibly cooperate in ethnic celebrations sponsored by your community.

At storytimes, play folk music, show ethnic musical instruments, and demonstrate ethnic dances; these are good ways to involve teenagers in performing for younger children. Invite travelers to share pictures and personal stories about places they have visited. Hand out copies of the Visit the World without Leaving Wisconsin word search found in chapter 4 of this manual.

Much of the literature familiar to American children comes from Europe. There's Hans Christian Andersen's tales from Denmark, the Grimm brothers' compilations of fairy tales in Germany, and the quintessentially English *Wind in the Willows*, *Alice in Wonderland*, Mother Goose rhymes, and King Arthur legends. More modern authors are popular as well: Ludwig Bemelmans' Parisian *Madeline* series, William Mayne's *Hob* and other eccentric English characters, two Swedish charmers *Pippi Longstocking* (created by Astrid Lindgren) and *Linnea* (created by Christina Bjork).

Examine the June/July 1997 issue of *The Mailbox: Primary* for the many good ideas in an article titled "Getting to Know France."

Display a large collection of poetry, fairy tales, folktales, and fiction along with atlases, other nonfiction, and magazines. Choose your favorite stories to share with the audience.



Travelogue: From Pole to Pole and Places Between

Ages: Adapt for preschool through middle grades

Begin the program with an introduction from a penguin puppet who can invite the children to cool off with him on a hot summer day. Santa Claus might drop in to celebrate Christmas in July with ice cream treats or coupons for cold treats at a local store or restaurant. Discuss icebergs; remember the Titanic! Older children may enjoy experimenting with magnetic fields and compasses pointing to the North Pole. They also can be encouraged to read about Inuit culture and about the landscapes, icescapes, and seas at the poles.

Gather activity ideas about the Arctic tundra from the December/January 1995-1996 issue of *The Mailbox: Primary*.

Provide materials for the polar bear toy found in the Crafts section of this chapter.

For contrast, between books about polar regions intersperse books with a wider global view. Display books about winter sports as well as about animals and people who live in the coldest regions of the globe. Lynn Stone is one author who has written numerous juvenile books about Alaska, the Arctic, and Antarctica; most are published by Rourke. *National Geographic* magazines are an excellent resource for this topic—and for all programs this Go Global summer.

Books

Carlstrom, Nancy. *Northern Lullaby*. Philomel, 1992

A child says goodnight to the natural world and all those who occupy it.

Crow, Sandra. *Penguins and Polar Bears*. National Geographic, 1992

The physical characteristics and life cycle of two animals adapted for survival in polar climates are described: the penguin in the Antarctic and the polar bear in the Arctic.

Ekoomiak, Normee. *Arctic Memories*. Holt, 1990

A vanished Inuit way of life is described. The text is in both Inuktitut and English.

Fowler, Allan. *The Top and Bottom of the World*. Children's, 1997

The location, climate, and animal life of the cold regions at either end of the Earth are described.

Jacobs, Francine. *A Passion for Danger: Nansen's Arctic Adventures*. Putnam, 1994

This biography for older children is devoted to the Norwegian explorer, author, scientist, and statesman who made many important expeditions to the North Pole.

Joose, Barbara. *Mama Do You Love Me?* Chronicle, 1991.

A child living in the Arctic learns that a mother's love is unconditional.

Mowat, Farley. *Lost in the Barrens*. Little, Brown, 1956

A city teen-ager and his Native American friend are stranded in Canada's arctic wilderness and find that good sense, cooperation, and patience can mean survival.

Roth, Arthur. *The Iceberg Hermit*. Four Winds, 1974

This novel for young adults centers on 17-year-old Allan, who begins a struggle for survival after being shipwrecked in 1757 on an iceberg in Arctic seas with only an orphaned polar bear cub for companionship.

Scott, Ann. *On Mother's Lap*. Clarion, 1992

A young Eskimo boy discovers that Mother's lap is a very special place with room for everyone.

Stewart, Gail. *Life in an Eskimo Village*. Lucent, 1995

Stewart's book is part of the series *The Way People Live*.

Vyner, Sue. *Arctic Spring*. Viking, 1993

Spring in the Arctic brings new activity among all the animals.

Suggestions for books with a wider view to insert in your program

Allen, Thomas. *Where Children Live*. Prentice-Hall, 1980

The lives and environments of children from different cultures in different parts of the world are described.

Applebaum, Diana. *Cocoa Ice*. Orchard, 1997

Ice harvested from frozen lakes in 1870s Maine was shipped to Santo Domingo, Dominican Republic, along with manufactured goods traded for cocoa and coffee beans. Thus, youngsters in each country could enjoy chocolate ice in the summer.

Gray, Nigel. *A Country Far Away*. Orchard, 1988

Side-by-side pictures show similarities and differences between two boys: one lives in a United States city, the other in rural Africa.

- Jenness, Aylette. *Come Home with Me: A Multicultural Treasure Hunt*. New Press, 1993
Four children from a diverse Boston neighborhood take readers on an adventure that includes photographs, text, and cultural heritage. There is no linear storyline; readers must decide what they want to explore and turn to that section of the book.
- Krull, Kathleen. *The Other Side: How Kids Live in a California Latino Neighborhood*. Lodestar, 1994
The lives of three boys who live in the United States are explored in this photoessay and are contrasted with their old home in Mexico.
- Krull, Kathleen. *Wish You were Here: Emily's Guide to the 50 States*. Doubleday, 1997
As they travel from state to state, Emily and her grandmother introduce the special features and sights of each of the 50 states.
- Kuklin, Susan. *How My Family Lives in America*. Bradbury, 1992
In this photodocumentary, three children who live in the United States take readers home with them and describe elements of cultural heritages from Senegal, Puerto Rico, and Taiwan.
- Mitsumasa, Anno. *All in a Day*. Philomel, 1986
Brief text and illustrations by ten internationally known artists reveal similarities and differences during a day in the lives of children in eight different countries.
- Van Laan, Nancy. *Sleep, Sleep, Sleep: A Lullaby for Little Ones around the World*. Little, Brown, 1995
Illustrations and rhythmic verses depict a mother and child and different animals on each of the seven continents.

Travelogue: Japan

Ages: Adapt for primary and middle grades

Consult the January/February 1998 issue of *Copycat* magazine for good background information on Japanese culture that you can share with program participants. It includes discussion of fusuma (paper screen used as room divider), hibachi (charcoal grill), tatmis (woven straw floor mats), futons (folding beds), tokonoma (corner of beauty), ikebana (flower arranging), kimonos and hakamas (traditional clothing), fans, chopsticks, and the tea ceremony. A section about Japanese holidays also is included. There are activity ideas about Haiku poetry, origami, ukikyo-e (wood-block printing), noh and kabuki theater, calligraphy, recipes, games, and toys to make. The Craft section of this chapter includes a simple origami bookmark, a Japanese doll bookmark, and a Japanese-style folding screen.



Many older children find creating Haiku an intriguing way to experience poetry. The poems are usually related to nature; line one must have five syllables, the second line seven syllables, and line three must have five syllables.

For information about kamishibai, a Japanese storytelling technique, contact Kamishibai for Kids, P.O. Box 20069, Park West Station, New York, NY 10025-1510; (212) 663-2471. Kamishibai comes from *kami* (paper) and *shibai* (drama). Each story in the Kamishibai for Kids collection consists of 12 to 16 oaktag cards (15" by 11"), illustrated by Japanese artists, with story text on the reverse; each costs about \$35.

Select several of the books recommended here to share with the group.

Books

- Brenner, Barbara, and Julia Takaya. *Chibi: A True Story From Japan*. Clarion, 1996
Based on a true story, this is the story of a mother duck who hatched her eggs in the middle of a Tokyo business park. The people waited daily to learn if the ducks had made it safely across a busy highway to the pond on other side. They did make it, but a typhoon struck and the people had to wait for days to find out what happened to the beloved duck family and the littlest duck, Chibi.
- Friedman, Ina. *How My Parents Learned to Eat*. Houghton Mifflin, 1984
An American sailor courts a Japanese girl and each tries, in secret, to learn the other's way of eating.

Hayashi, Akiko. *Aki and the Fox*. Doubleday, 1991

Aki and her family live in urban Japan. Aki has a beloved toy fox that needs to have a seam repaired. Aki sets out for Grandmother's house to get the toy fixed. The girl and the fox talk to each other, and the fox takes on the role of an adult caregiver.

Kudler, David. *The Seven Gods of Luck*. Houghton Mifflin, 1997

Two poor Japanese children hope to be able to celebrate New Year's Day properly, and because of their kindness and with the help of the Seven Gods of Luck, they are.

Kuklin, Susan. *Kodomo: Children of Japan*. Putnam, 1995

This photoessay describes life in modern day Japan. It focuses on three children in Hiroshima and two in Nozazomi who all describe life in school and at home. Four children in Kyoto tell about their traditional activities such as martial arts class, calligraphy, and the tea ceremony.

Little, Mimi. *Yoshiko and the Foreigner*. Farrar, Straus, 1996

In spite of her upbringing, a young Japanese woman begins seeing an American soldier realizing that he is not like the foreigners her parents have taught her to avoid.

Melmed, Laura. *Little Oh*. Lothrop, Lee, 1996

A mother tells her son the story of Little Oh, a girl made of paper who becomes separated from her human mother.

Yep, Lawrence. *Hiroshima*. Scholastic, 1995

Yep describes the dropping of the atomic bomb on Hiroshima, Japan, particularly as it affects Sachi, who becomes one of the Hiroshima Maidens.

Folktales retold

Johnston, Tony. *The Badger and the Magic Fan: A Japanese Folktale*. Putnam, 1990

Having stolen the young goblins' magic fan, a badger makes a fortune after using the fan to make a rich girl's nose grow.

Merrill, Jean. *The Girl Who Loved Caterpillars*. Philomel, 1992

This story comes from 12th-century Japan. Izumi is expected to take her place as a lady-in-waiting for a wife of a nobleman by attending to fashion and femininity. However, she likes worms, toads, and insects, especially caterpillars. The noblemen find her ridiculous, but she has many admirers among the lower-class boys who line up to present her with gifts, usually unusual insects or caterpillars.

Mosel, Arlene. *The Funny Little Woman*. Dutton, 1972

While chasing a dumpling, a tiny woman is captured by wicked creatures from whom she escapes; she takes along something that could make her wealthy.

Namioka, Lensey. *The Loyal Cat*. Harcourt, 1995

Tetsuzan is a holy man who rarely notices the gifts left at his temple, but his new cat Huku has an appetite and magical powers. He proves loyal and smart as he goes about seeking security, wealth, and food for both his master and himself. An end note discusses the Cat Temple of northern Japan.

Snyder, Diane. *The Boy of the Three Year Nap*. Houghton Mifflin, 1988

A lazy boy comes up with plan to get rich without lifting a finger, but his mother also has a plan to get her son to work. The boy eventually marries the daughter of a wealthy neighbor and works as a manager of a storehouse for his father-in-law.

Yashima, Taro. *Seashore Story*. Viking, 1967

The story of Urashima is an ancient one. Urashima saved a wounded turtle who later took him as a reward under the sea to a grand palace where he stayed for a long time. Upon his return to land, much had changed.

Travelogue: More Asian Countries

Ages: Adapt for primary and middle grades

You may wish to devote a day to each of the countries noted in this outline. Or you may choose to present a selection of books representing several cultural traditions during one storytime. Avoid lumping all Asian stories and traditions together and help children understand differences between cultures. Provide materials for the Vietnamese wall hangings described in the Crafts section of this chapter.



Stories and Folktales from Vietnam

Huynh, Quang Nhuong. *The Land I Lost*. Harper, 1982

The author presents a collection of personal reminiscences of his youth in the central highlands of Vietnam.

Huynh, Quang Nhuong. *Water Buffalo Days: Growing up in Vietnam*. Harper, 1997

The author describes his close relationship to two buffalo that were part of his family when he was growing up in a Vietnamese village.

Keller, Holly. *Grandfather's Dream*. Greenwillow, 1994

After the end of the war in Vietnam, a young boy's grandfather dreams of restoring the wetlands of the Mekong delta, hoping that the large cranes that once lived there will return.

Vuong, Lynette, and Manabu Saito. *The Golden Carp and Other Tales from Vietnam*. Lothrop, Lee, 1993

Six stories of Vietnamese and Chinese origin are included along with extensive notes and a pronunciation guide.

Vuong, Lynette, and Manabu Saito. *Sky Legends of Vietnam*. Harper, 1993

The six stories in this collection focus on the sun, moon, or stars. Cultural details are included as are notes from the author.

Stories and Folktales from India

Atkins, Jeannine. *Aani and the Tree Huggers*. Lee and Low, 1995

Based on true events in India in the 1970s, young Aani and the other women in her village defend their forest from developers by wrapping their arms around the trees, making it impossible to cut down the trees.

Bash, Barbara. *In the Heart of the Village: The World of the Indian Banyan Tree*. Sierra Club, 1996

The importance of a banyan tree to an Indian village is described.

Blake, William. *The Tyger*. Harcourt, 1993

This illustrated version of Blake's well-known poem views the "tyger, tyger, burning bright, in the forests of the night."

Demi. *One Grain of Rice: A Mathematical Folktale*. Scholastic, 1997

A reward of one grain of rice doubles day by day into millions of grains when a selfish raja is outwitted by a clever village girl.

Lester, Julius. *Sam and the Tigers*. Dial, 1996

A boy named Sam matches his wits with several tigers that want to eat him in this retold version of the Little Black Sambo story.

Rose, Deborah. *The People Who Hugged the Trees*. Rinehart, 1990

This environmental tale is adapted from a factual event in Rajasthan, India.

Tagore, Rabindranath. *Paper Boats*. Caroline, 1992

Originally published in 1913, this poem introduces a young boy who launches paper boats in hopes that a child far away will find them.

Folktales from Korea

Ginsburg, Mirra. *The Chinese Mirror*. Harcourt, 1988

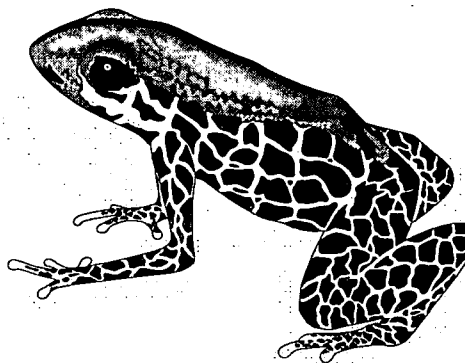
A Korean man travels to China and purchases a mirror, something no one from his village has seen before. He hides the mirror in a trunk, and his wife becomes suspicious of the pretty woman she sees when she opens the trunk. His mother-in-law wonders who the wrinkled old woman is when she looks. Everyone sees someone they do not recognize until the mirror is broken.

Han, Suzanne. *The Rabbit's Escape*. Holt, 1995

In this traditional tale, told in both English and Korean, Rabbit wants to travel to the underwater world of the East Sea. He must use his wits to escape the underwater Dragon King who has been told Rabbit's liver will cure him of ills.

Heo, Yumi. *The Green Frogs: A Korean Folktale*. Houghton Mifflin, 1996

This Korean pourquoi tale explains why frogs always cry "Gaegul! Gaegul!" when it rains and why children who do not listen to their mothers are called "chung-gaeguri" or "green frogs."



Travelogue: South of the Border

Ages: Preschool through primary grades

Mexico, the countries of Central America, and the countries of South America are the focus of this program. An excellent way to start the day would be to have ethnic music playing as the children arrive. If you are able, teach a regional dance or two. Finish the day by breaking a piñata filled with small treats.

Teach a few Spanish words, the language used throughout the area (except in Brazil where Portuguese is the official language). Hand out copies of the Mexican sun coloring page found in chapter 4. Make the paper flowers and worry dolls found in the Crafts section of this chapter.

Ethnic Celebrations around the World by Nancy Everix (Good Apple, 1991) contains excellent suggestions for a samba parade and other Brazilian celebrations. Activities focused on Mexico are featured in the April/May 1996 issue of *The Mailbox: Primary*; the August/September 1996 issue offers learning activities about Peru; and the October/November 1997 issue includes an article about Puerto Rico.

Display and demonstrate musical instruments from the region or concentrate on rain forest flora and fauna. Invite a breeder of miniature donkeys or llamas to visit your library with an animal the children can pet.



Books to share

Aardema, Verna. *Borreguita and the Coyote: A Tale from Ayutla, Mexico*. Knopf, 1991

Time after time a clever lamb tricks Señor Coyote.

Bickman, Connie. *Children of Mexico*. Abdo and Daughters, 1994

Contemporary Mexican life is seen through the eyes of children.

Brusca, Maria. *On the Pampas*. Holt, 1991

A young girl spends an idyllic summer at her grandparents' ranch on the pampas of Argentina.

Burckhardt, Ann. *The People of Mexico and Their Food*. Capstone, 1996

Food customs and preparation in Mexico, regional dishes, and cooking techniques are described, and recipes for a variety of meals are included.

Czernecki, Stefan. *The Hummingbirds' Gift*. Hyperion, 1994

When Consuelo saves the hummingbirds' lives they, in return, show her how to save her family from drought.

Dorros, Arthur. *Tonight is Carnival*. Dutton, 1981

A family in South America eagerly prepares for the excitement of Carnival. The book is illustrated with photographs of arpilleras sewn by women in Lima, Peru.

Ehlert, Lois. *Cuckoo: A Mexican Folktale/Cucú: Un Cuento Folklórico Mexicano*. Harcourt, 1997

This traditional Mayan tale reveals how the cuckoo lost her beautiful feathers.

Ehlert, Lois. *Moon Rope: A Peruvian Folktale*. Harcourt, 1992

Fox and mole try to climb to the moon on a rope woven of grass.

Johnson, Debra. *I Dreamed I was a Toucan*. Abdo and Daughters, 1994

A child dreams of being a toucan and seeing some of the other animals that live in South America.

Johnston, Tony. *Lorenzo the Naughty Parrot*. Harcourt, 1992

Lorenzo, a cookie-loving parrot who lives in Mexico, gets into trouble trying to help his human family.

Johnston, Tony. *My Mexico—Mexico Mio*. Putnam, 1996

Johnston's poems appear in both English and Spanish.

Jones, Susan. *Llamas: Woolly, Winsome, and Wonderful*. Publishing Horizons, 1987

Photographs of llamas with their owners are included along with a discussion of the gentle animal's history, behavior, and growth.

Kroll, Virginia. *Butterfly Boy*. Boyds Mill, 1997

A boy and his grandfather joyfully watch a gathering of butterflies in this story set in Mexico.

Lewis, Thomas. *Hill of Fire*. Harper, 1983

This is an easy-to-read account of the birth of Parícutin volcano in the field of a Mexican farmer.

Lopez, Loretta. *The Birthday Swap*. Lee and Low, 1997

A five-year-old Mexican American girl who will not be six until December has much to celebrate when her sister swaps birthdays with her in the summer.

Mora, Francisco. *Juan Tuza and the Magic Pouch*. Highsmith, 1994

As a reward for their good deeds and hard work in the Mexican desert, Juan Tuza the prairie dog and Pepe the armadillo receive a magic bag, which produces anything they need.

Mora, Francisco. *The Legend of the Two Moons*. Highsmith, 1992

This tale offers an explanation of why there is only one moon in the night sky.

O'Dell, Scott. *The Captive*. Houghton Mifflin, 1979

As part of a Spanish expedition to the New World, a Jesuit seminarian witnesses the enslavement and exploitation of the Mayas.

O'Dell, Scott. *The Feathered Serpent*. Houghton Mifflin, 1981

A young Spanish seminarian who the Mayas believe is their powerful god, Kukulcán, witnesses the coming of Cortés and the capture of the magnificent Aztec city, Tenochtitlan.

O'Dell, Scott. *The Treasure of Topo-el-Bampo*. Houghton Mifflin, 1972

Two burros sold to the slave-driving owners of the silver mine eventually return to save their village from starvation.

Smith, Roland. *Jaguar*. Hyperion, 1997

While accompanying his father on an expedition up the Amazon River to a jaguar preserve in Brazil, 14-year-old Jacob must contend with dangerous animals and fortune hunters.

Soto, Gary. *Chato's Kitchen*. Putnam, 1995

To get the *ratoncitos* (little mice) who have moved into the barrio to come to his house, Chato the cat prepares all kinds of good food: fajitas, frioles, salsa, enchiladas, and more.

Talbot, Hudson, and Mark Greenberg. *Amazon Diary: Property of Alex Winters*. Putnam, 1996.

In this novel, 12-year-old Alex is rescued from a plane crash by the Yanomami Indians of Venezuela and spends several weeks in the Amazon jungle with them, learning and appreciating their way of life.

Zubizarreta, Rosalma, et al. *The Woman Who Outshone the Sun*. Children's, 1991

Based on a poem by Alejandro Martinez Crus, this is a retelling of the Zapotec legend of Lucia Zenteno, a beautiful woman with magical powers, who is exiled from a mountain village, taking away its water in punishment.

Trickster Tales from around the World

Ages: Adapt for preschool through elementary grades

Choose stories that include a variety of tricksters. Fingerplays and crafts about spiders, birds, and rabbits can be incorporated. Select from the retold tales listed here or choose your own favorites.

Books

Begay, Shonto. *Ma'ii and Cousin Horned Toad*. Scholastic, 1992

Berry, James. *Spiderman Anancy*. Holt, 1989

Goble, Paul. *Iktomi and the Boulder*. Orchard, 1988

Goble, Paul. *Iktomi and the Ducks*. Orchard, 1990

Haywood, Linda. *Hello, House!* Random, 1988

Johnston, Tony. *Tale of Rabbit and Coyote*. Putnam, 1994

Kimmel, Eric. *Anansi and the Moss-Covered Rock*. Holiday, 1988

Kimmel, Eric. *Anansi Goes Fishing*. Live Oak Media, 1993
(book and cassette)

Lester, Julius. *Last Tales of Uncle Remus*. Dial 1994

Lester, Julius. *More Tales of Uncle Remus*. Dial, 1988

Marsh, Valerie. *Treasury of Trickster Tales*. Alleyside, 1997

Mayo, Gretchen. *Big Trouble for Tricky Rabbit!* Walker, 1994

Mayo, Gretchen. *Here Comes Tricky Rabbit*. Walker, 1994

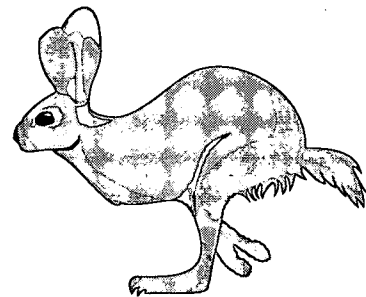
Mayo, Gretchen. *Meet Tricky Coyote!* Walker, 1993

Mayo, Gretchen. *That Tricky Coyote!* Walker, 1993

McDermott, Gerald. *Adventures in Folklore: Trickster Tales*. Jenson, 1989

McDermott, Gerald. *Anansi the Spider*. Holt, 1972

McDermott, Gerald. *Raven: A Trickster Tale from the Pacific Northwest*. Harcourt, 1993



Trip around the World

Ages: Preschool and kindergarten

Decorate with flags from other countries placed around the story area; make them from craft paper. Begin by telling the children that they will be going on a trip around the world and read *Rooster's Off to See the World* by Eric Carle (Scholastic, 1989). Arrange the rest of the books, stories, and songs so they make a logical progression to places around the world. Between stories, travel between countries by boat, plane, train, camel, burro, bus, or foot. Involve the children in actions and sounds to match the mode of travel.

- Boat: hoist a sail, then be the wind to fill the sail and create waves
- Plane: circle the room with outspread arms saying "vroooooom"
- Train: use arms as pistons; say "choo-choo, chug-chug"
- Camel: plod with feet; say "pft, pft"
- Burro: clip-clop with feet; say "hee, haw"
- Bus: sing "The Wheels on the Bus"
- Foot: climb mountains, cross streams, push branches aside



Books

Galdone, Paul. *The Monkey and the Crocodile: A Jadaka Tale from India*. Seabury, 1969
Harter, Debbie. *Walking through the Jungle*. Orchard, 1997
Lowell, Susan. *The Tortoise and the Jackrabbit*. Northland, 1994
MacDonald, Suse. *Nanta's Lion*. Morrow, 1995
Mahy, Margaret. *Seven Chinese Brothers*. Scholastic, 1990
Sierra, Judy. *Counting Crocodiles*. Harcourt, 1997
Vaughn, Marcia. *Snap!* Scholastic, 1996
Williams, Sue. *I Went Walking*. Harcourt, 1996

Sources for Additional Stories and Songs

Cohn, Amy. *From Sea to Shining Sea*. Scholastic, 1993

More than 140 folk songs, tales, and poems reflect the United States' multicultural society.

Oldfield, Margaret. *More Draw and Tell Stories*. Creative Storytimes, 1969

Oldfield, Margaret. *Lots More Draw and Tell Stories*. Creative Storytimes, 1993

Both books include chalk board stories that may be used to augment the storytime. Consider "Amanda the Panda," "Gail the Sailfish," and "Henry's Story."

Sierra, Judy. *Nursery Tales around the World*. Clarion, 1996

Familiar stories told around the world are divided into categories such as "Runaway Cookies" which includes three versions of "The Gingerbread Man." Source notes and a bibliography are helpful.

Warren, Jean. *Teeny-Tiny Folktales*. Warren, 1997

Folktales from around the world, identified by country of origin, are adapted for use with young children. The stories are simple enough to be told without props, but also can be told using a flannelboard (patterns included) or puppets.

Welcome to the United States

Ages: Adapt for preschool through upper grades

The United States is, indeed, a nation of immigrants. However, we know that not every ethnic group has been immediately welcomed. Conflicts have existed and continue to exist. The books suggested in this program outline put a spotlight on both acceptance and intolerance.

Begin the program by showing a book or two that give a broad picture of immigration. Consider *Coming to America: The Story of Immigration* by Betsy Maestro (Scholastic, 1996) which tells the story of Ellis Island immigration station. Another possibility is *My Fellow Americans: A Family Album* by Alice Provensen (Browndeer, 1995) which introduces many

individuals who have influenced American history, culture, and character. *A Very Important Day* by Maggie Herold (Morrow, 1995) is set in contemporary New York City and centers on families from many different countries who come to a naturalization ceremony.

If there are recent immigrants in your community, invite them to talk about their home country and show photographs, crafts, clothing, or other objects from their cultures. Foreign exchange students often are expected to give this type of presentation; check with the local high school. There also may be foreign students attending a local college or university who might be willing to talk about their home countries.

Check with the local history or genealogy society to see if it would be willing to create a display or make a presentation on early immigrants to the area.

Books about Chinese Americans

Ashley, Bernard. *Cleversticks*. Crown, 1991

Ling Sung hates his preschool because the other children can do things he can't, such as tie shoes and write their names. But when he uses the ends of two paint brushes as chopsticks, all the other children want to learn how to do it.

Chinn, Karen. *Sam and the Lucky Money*. Lee and Low, 1995

Sam's grandparents give him four dollars for New Year's Eve. He goes shopping in Chinatown with his mother. Sam is disappointed that his money is not enough to buy the expensive things he sees in the toy shop. In the end, the money does turn out to be lucky, and he finds just the right thing to do with it.

Coerr, Eleanor. *Chang's Paper Pony*. Harper, 1988

In this historical story, a young Chinese boy is ridiculed by people in the West because of his hair, dress, and culture. He dreams of owning his own pony but has to be satisfied with the picture of one he draws.

Hunes, Susan. *The Last Dragon*. Clarion, 1995

Peter Chang becomes fascinated with an old dragon on display in a shop window while visiting his great-aunt in Chinatown. He convinces his great-aunt to buy the dragon for him and then enlists the help of other people in the community to help him repair and restore it. The value of their contributions of time, effort, and wisdom is worth more than the sum of the dragon's parts.

Lee, Huy Voun. *At the Beach*. Holt, 1994

Xiao Ming practices his Chinese writing on the beach. On each page the symbol he writes in the sand is reflected in the illustrations to make the connection between the symbol and what it represents.

Levine, Ellen. *I Hate English*. Scholastic, 1989

Mei Mei and her family move from Hong Kong to New York and the young girl hates her English class. Her teacher takes her for a walk and shows her all the things she will be able to do once she can speak English.

Schaefer, Carole. *The Squiggle*. Crown, 1996

A Chinese American girl finds a piece of red string while on an outing with her child care group. The squiggle becomes a dragon, a wall, a tightrope, fireworks, a thundercloud, and a pool as the other children join her in imagining things the string can be.

Stock, Catherine. *Emma's Dragon Hunt*. Lothrop, Lee, 1984

Emma's grandfather from China comes to live with her family in the United States. He teaches her about Chinese dragons and says that the changes in weather and other natural phenomenon are caused by dragons.

Wallace, Ian. *Chin Chiang and the Dragon Dance*. Atheneum, 1984

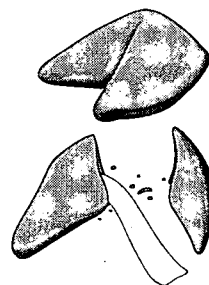
In New York, Chinese American Chin Chiang is afraid that his clumsy dancing in the New Year parade will anger the Great Dragon. He runs away to avoid bringing what he thinks will be shame to his grandfather and bad luck to his community.

Waters, Kate, and Madeline Slovenz-Low. *Lion Dancer: Ernie Wan's Chinese New Year*. Scholastic, 1990

A Chinese American family gets ready to celebrate the Chinese New Year, and Ernie especially looks forward to dancing in the Lion Dance as part of the parade. Traditional activities, food, and presents are described.

Yep, Laurence. *Tongues of Jade*. Harper, 1991

Yep retells 17 Chinese American folktales collected from a variety of Chinese communities in the United States.



Books about Japanese Americans

Hamanaka, Sheila. *Be Bop-A-Do Walk!* Simon & Schuster, 1995

Emi, who is Japanese American, and Martha, who is African American, pack sandwiches and go for a long walk with Emi's father in New York City's Central Park. The diversity of the city is celebrated as the girls pass a Jewish delicatessen, an Italian bakery, and jazz clubs.

Hamanaka, Sheila. *The Journey*. Orchard, 1995

Hamanaka's text and paintings address the racism Japanese Americans have faced and their spirit of renewal.

Johnston, Tony. *Fishing Sunday*. Tambourine, 1996

A young boy is embarrassed by his grandfather's old Japanese ways, but on one Fishing Sunday he learns to see Grandfather in a new light.

Say, Allen. *Grandfather's Journey*. Houghton Mifflin, 1993

A Japanese American man recounts his grandfather's journey to America, which he later also undertakes, and the feeling of being torn by a love for two different countries.

Uchida, Yoshiko. *The Bracelet*. Philomel, 1993

During World War II, Emi and her family are sent to an internment camp. Emi's friend gives her a gold bracelet that Emi is able to hold for comfort as her family leaves their home. When she loses the bracelet, Emi is afraid she will also lose her friend, but her memories of their time together are always there and she realizes she still is connected. This is written for very young children and is one of the few that can help them understand the internment of Japanese Americans.

Uchida, Yoshiko. *The Rooster Who Understood Japanese*. Scribner, 1976

A widow keeps several pets, including a rooster, and talks to all of them in Japanese. When a new neighbor objects to the crowing and insists the rooster has to go, a young girl finds the rooster a home out in the country with a man whose wife is Japanese. She has always wanted to raise chickens, and she promises to speak Japanese to the rooster.

Toyomi, Igus. *The Two Mrs. Gibsons*. Children's, 1996

The biracial daughter of an African American father and a Japanese mother fondly recalls growing up with her mother and her father's mother, two very different but equally loving women.

Books about Korean Americans

Choi, Sook Nyul. *Halmoni and the Picnic*. Mifflin, 1993

Yunmi's grandmother, Halmoni, comes from Korea for a month-long visit to New York. Yunmi is not sure what her friends will think of a grandmother who does not speak English, and she dreads taking Halmoni on a field trip. However, the teacher leads the children into trying the delicious new foods Halmoni prepares for the picnic.

Heo, Yumi. *Father's Rubber Shoe*. Orchard, 1995

Yungshu finds adjusting to American life difficult when his family emigrates from Korea. His father helps him understand why one generation wants a better life for the next by sharing a story from his childhood.

Heo, Yumi. *One Afternoon*. Orchard, 1994

In this book for toddlers, a young Korean American child accompanies his mother on errands through noisy urban streets. The sounds are described and they contrast with the quiet of the home.

Paek, Min. *Aekyung's Dream*. Children's, 1988

A young Korean immigrant learns to adjust to her new life in America by heeding the words of an ancient Korean king. The text is in both English and Korean.

Books about Mexican Americans

Atkin, S. Beth. *Voices from the Fields: Children of Migrant Farmers Tell Their Stories*. Little, Brown, 1993

Photographs, poems, and interviews with children reveal the hardships and hopes of Mexican American migrant farm workers and their families.

Bunting, Eve. *Days Work*. Clarion, 1994

When Francisco, a young Mexican American boy, tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something even more valuable to teach Francisco.

Bunting, Eve. *Going Home*. Harper, 1996

Although a Mexican family comes to the United States to work as farm laborers so that their children will have opportunities, the parents still consider Mexico their home.

Cooper, Martha and Ginger Gordon. *Anthony Reynoso: Born to Rope*. Clarion, 1996

The authors document the experiences of nine-year-old Tony as he follows in the Mexican trick roping tradition handed down to him by his father, grandfather, and great-grandfather.

Stanek, Muriel. *I Speak English for My Mom*. Whitman, 1989

Lupe, a young Mexican American, must translate for her mother who speaks only Spanish until Mrs. Gomez decides to learn English in order to get a better job.

Books about Vietnamese Americans

Garland, Sherry. *The Lotus Seed*. Harcourt, 1993

A young Vietnamese girl saves a lotus seed and carries it with her everywhere to remember a brave emperor and the homeland that she has to flee.

Hoyt-Goldsmith, Diane. *Hoang Anh: A Vietnamese-American Boy*. Holiday, 1992

This photoessay uses first-person text to describe the daily activities of a Vietnamese American boy in San Rafael, California. He explains how his Vietnamese relatives escaped from Vietnam and about their stay in a refugee camp. About half the book focuses on the New Year celebration. There is an extended glossary.

Surat, Michele. *Angel Child, Dragon Child*. Scholastic, 1985

A Vietnamese father and several of his children immigrate to the United States. Ut, one of the daughters, misses her mother and carries her picture in a matchbox. After she has problems at school with a boy named Raymond, he is made to write Ut's family story as she dictates it. When the principal reads the story to the school, Raymond suggests the school raise the money to bring Ut's mother to this country.

Tran, Kim-Lan. *Tet: The New Year*. Simon & Schuster, 1992

This informational book describes the celebration of the New Year by Vietnamese people in the United States. One custom is to buy rice cakes and give presents. Often money is presented in red envelopes because red is a lucky color.

Tran, Khank Tayet. *The Little Weaver of Thai Yen Village*. Children's, 1987

A young Vietnamese girl tries to maintain her cultural identity while adjusting to life in the United States.

Turner, Ann. *Through Moon and Stars and Night Skies*. Harper, 1990

A young Vietnamese boy who has traveled to the United States to be adopted remembers how frightening the new culture was at first.

Schmidt, Jeremy, and Ted Wood. *Two Lands, One Heart: An American Boy's Journey to His Mother's Vietnam*. Walker, 1995

T.J. Sharp travels with his mother to Vietnam, the homeland she fled during the war. He meets his Vietnamese relatives and sees the country about which he has heard so much.

Books about immigrants from other countries

Bartoletti, Susan. *Silver At Night*. Crown, 1994

Set in the mid-1800s, the story tells of an Italian man who leaves home for America. He works in the Appalachian coal mines when he arrives and saves his money to bring his sweetheart to America, too.

Barton, Elisa. *Peppe the Lamplighter*. Lothrop, Lee, 1993

A young Italian immigrant boy tries to help support his sisters by getting a job when his father loses his due to illness. The boy is hired to light street lamps at night.

Bunting, Eve. *How Many Days to America?* Clarion, 1988

On an unnamed Caribbean island, a refugee family flees in a boat trying to reach the United States. They can take little with them and almost starve on the boat. It is Thanksgiving Day when they arrive in America, and they are taken to a refugee camp and fed.

Cech, John. *My Grandmother's Journey*. Bradbury, 1991

A young girl begs her grandmother to tell stories about her life in Russia during the 1917 Revolution. The grandmother tells of befriending gypsies, of having to hide when the Red and White armies came to their village, and of the difficulties faced in leaving the country. When the war was over, her family was able to reach the United States. There she had warm bread and a home, a place to rest her feet, and now a grandchild to love.

Cohen, Barbara. *Gooseberries to Oranges*. Lothrop, Lee, 1982

After her mother dies and while her father is in America, a young Jewish girl lives in Eastern Europe with her aunt and cousins. She loves to eat gooseberries off the bushes, and when her father sends for her and her cousins she worries about missing the gooseberries. On the ship she sees an orange for the first time. Reunited with her father, she starts a new life with a new mother in a new country. When she earns money for running an errand, she buys and tastes her first orange.



Gilmore, Rachna. *Lights for Gita*. Tilbury, 1994

In this contemporary story about new immigrants, a young girl from India wonders how she and her family can celebrate Divali, the Hindu festival of lights. America is cold in October, and Divali is a warm-weather celebration in India. An ice storm prevents the traditional display of fireworks, but in the end light seems to win over darkness after all.

Harvey, Brett. *Immigrant Girl: Becky of Eldridge Street*. Holiday, 1987

A Jewish girl from Russia explains her family's life in America. Although this is a picture book, the text is long and likely to be above the comprehension level of most preschool children.

Joosse, Barbara. *The Morning Chair*. Clarion, 1995

A preschool boy and his family from Holland emigrate to the United States. During the voyage, the child misses his daily routines. When at last the moving van delivers the chair his mother rocks him in each morning, he feels more comfortable and life becomes more predictable.

Kavanagh, Katie. *Home is Where Your Family is*. Raintree, 1994

A 12-year-old girl escapes Poland with her family during the Nazi invasion. On the ship to America, the girl can think only of home and is very sad. But as they walk down the gangplank in New York she tells her mother she has learned that home is not a place, it is being together with your family.

Knight, Margy. *Who Belongs Here?* Tilbury, 1993

The new life in America of Nary, a Cambodian refugee, is described—including his encounters with prejudice.

Moss, Marissa. *In America*. Dutton, 1994

A Jewish grandfather tells his grandson about life in Lithuania, explaining that he came to America as a boy because his school and career choices were so limited in Lithuania. His older brother stayed behind because he was afraid of change.

Pryor, Bonnie. *The Dream Jar*. Morrow, 1996

After coming to America, each member of a Russian family tries to find a way to make money for the Dream Jar. They save the money to buy a store. The daughter is frustrated by her lack of opportunities to make money and by her parents' insistence that she attend school. In time, she is able to earn money by teaching adults to speak English.

Rosenberg, Liz. *Grandmother and the Runaway Shadow*. Harcourt, 1996

A young Jewish woman leaves Russia during times so bad even shadows ran away, and one runs with her. They arrive together, go through Ellis Island, find a place to live, get a job sewing in a garment factory, and dance with the young men. At night they discuss the day's adventures.

Ross, Lillian. *Buba Leah and Her Paper Children*. Jewish Publication Society, 1991

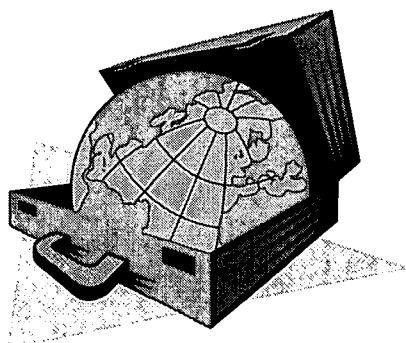
A Jewish grandmother mourns her adult children who have left Europe for America. She keeps their letters in a box and tells people she has changed her real children into paper children. Her grandchild Chava becomes the focus of her life. Eventually, the paper children send two tickets to bring Buba Leah and little Chava to America.

Waterton, Betty. *Pettranella*. Vanguard, 1980

A girl in an unnamed European country is excited by the letters her uncle sends from Wisconsin in the 1800s. She is delighted to know her family is moving but sad that her grandmother will stay behind. Flower seeds Grandmother sends along help her remember her former home.

Watson, Mary. *The Butterfly Seeds*. Tambourine, 1995

A family leaves Europe for America in the early 1900s. The grandfather gives seeds to the grandson telling him they will grow butterflies. The boy plants the seeds in a window box of his apartment and everyone laughs until the flowers that bloom do attract butterflies to the window.

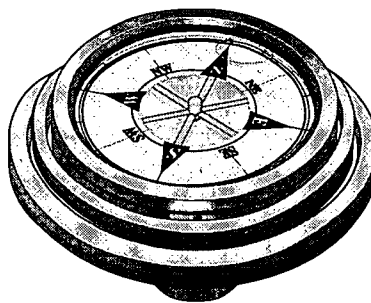
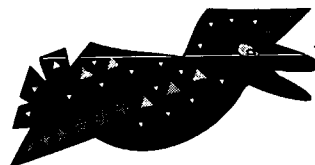


Booklists and Audiovisual Recommendations

Use these bibliographies created by your youth services colleagues to stimulate your program planning, to purchase additional materials, as you prepare book displays, and as you create booklists and other handouts.

You also may want to examine one or all the issues of *Book Links* selected for citation here. This list does not represent comprehensive coverage of theme-related articles in the magazine. Published by the American Library Association, *Book Links* is a bimonthly magazine that provides information about connecting books, libraries, and classrooms.

Africa: January 1996, November 1997, March 1998
The Amish: January 1996
Appalachia: May 1996
Bilingual books (Spanish/English): July 1994
Books that bring people together: January 1997
Brazilian folktales: May 1997
Caribbean folktales: September 1992, March 1996
Chinese folktales: January 1996, January 1997
Chinese immigrants (19th century, American West): July 1998
Cultural diversity (alphabet books): March 1998
Egypt: March 1995, November 1997
French folktales: May 1997
Hawaiian folktales: November 1995
India: July 1997
International Board on Books for Young People: September 1997
Korean folktales: January 1995
Latin American folktales: March 1996
Middle East: May 1997
Multiethnic viewpoints: January 1997, January 1998
Norse mythology: November 1996
Origami/cranes: March 1996
The Planet: March 1996
Rain forests: November 1997
Spanish paperbacks: September 1996, November 1996
Tibet: March 1997
Wales: July 1995



Music Makes the World Go 'Round

Guides

Reid, Rob. *Children's Jukebox*. American Library Association, 1995

One chapter features recordings that contain over 150 children's songs sung in more than 36 languages including Cantonese, French, Spanish, Greek, Hebrew, Iroquois, Japanese, Maori, Polish, Russian, and Yiddish.

Sound recordings

Cooper, Don. *Recycling Songs*. Random, 1992

Hammil, Joanne. *The World's Gonna Listen!* JRO Music, 1994

Jenkins, Ella. *Come Dance by the Ocean*. Smithsonian Folkways, 1991

Jenkins, Ella. *Multi-cultural Children's Songs*. Smithsonian Folkways, 1995

Mish, Michael. *Kid's Eye View of the Environment*. Mish Mash Music, 1989

Palmer, Hap. *Folk Song Carnival*. Educational Activities, 1969

Palmer, Hap. *Simplified Folk Songs*. Educational Activities, 1969

Stewart, Georgiana. *Children of the World: Multicultural Rhythmic Activities*. Kimbo, 1991

Tickle Tune Typhoon. *Hug the Earth*. Tickle Tune Typhoon, 1985

Valentine, Deborah. *Games and Music from Around the World*. Valentine Productions, 1990

Weissman, Jackie. *Joining Hands with Other Lands Multicultural Songs & Games*. Kimbo, 1993

World Anthems. RCA Victor, 1992



Thirty Multicultural Books Every Child Should Know

Compiled by Ginny Moore Kruse and Kathleen T. Horning, Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison. Reprinted with permission

Preschool

Bryan, Ashley, illustrator. *What a Wonderful World*. Atheneum, 1995 (Multiethnic)

Heo, Yumi. *One Afternoon*. Orchard, 1994 (Asian American)

Reiser, Lynn. *Margaret and Margarita / Margarita y Margaret*. Greenwillow, 1993. (Latino)

Steptoe, John. *Baby Says*. Lothrop, 1988 (African American)

Te Ata. *Baby Rattlesnake*. Children's, 1989 (American Indian)

Wheeler, Bernelda. *Where Did You Get Your Moccasins?* Peguis, 1986 (American Indian)

Williams, Vera B. *More, More, More, Said the Baby: Three Love Stories*. Greenwillow, 1990 (Multiethnic)

Ages 5-7

Braine, Susan. *Drumbeat...Heartbeat: A Celebration of the Powwow*. Lerner, 1995 (American Indian)

Dorros, Arthur. *Abuela*. Dutton, 1991 (Latino)

Greenfield, Eloise. *Honey, I Love, and Other Poems*. Harper, 1978 (African American)

Kuklin, Susan. *How My Family Lives in America*. Bradbury, 1992 (Multiethnic)

McKissack, Patricia. *Mirandy and Brother Wind*. Knopf, 1988 (African American)

Say, Allen. *El Chino*. Houghton, 1990 (Asian American)

Swamp, Jake. *Giving Thanks: A Native American Good Morning Message*. Lee and Low, 1995 (American Indian)

Ages 7-9

Ada, Alma Flor. *My Name Is Maria Isabel*. Atheneum, 1993 (Latino)

Delacre, Lulu. *Golden Tales: Myths, Legends and Folktales from Latin America*. Scholastic, 1996 (Latino)

Hamilton, Virginia. *The People Could Fly: American Black Folktales*. Knopf, 1985 (African American)

Lester, Julius. *John Henry*. Dial, 1994 (African American)

Mochizuki, Ken. *Baseball Saved Us*. Lee and Low, 1993 (Asian American)
 Ortiz, Simon. *The People Shall Continue*. Children's, 1988 (American Indian)
 Ringgold, Faith. *Tar Beach*. Crown, 1991 (African American)
 Steptoe, Javaka. *In Daddy's Arms I Am Tall*. Lee and Low, 1997 (African American)

Ages 9-12

Bruchac, Joseph. *Native American Animal Stories*. Fulcrum, 1992 (American Indian)
 Lomas Garza, Carmen. *Family Pictures / Cuadros de Familia*. Children's, 1990 (Latino)
 Myers, Walter Dean. *The Young Landlords*. Viking, 1979 (African American)
 Nye, Naomi Shihab. *The Tree is Older Than You Are*. Simon & Schuster, 1995. (Latino)
 Strom, Yale. *Quilted Landscape: Conversations with Young Immigrants*. Simon & Schuster, 1996 (Multiethnic)
 Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. Dial, 1976 (African American)
 Yep, Laurence. *Dragonwings*. Harper, 1975 (Asian American)
 Yumoto, Kazumi. *The Friends*. Farrar, Straus, 1996 (Asian)

Revised and updated September 1997.

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Global Fiction for Teenagers: A Sampling from CCBC Choices (1990-1997)

Baille, Allan. *Little Brother*. Viking, 1992 (Cambodia)
 Brooks, Martha. *Two Moons in August*. Joy Street, 1991 (Canada)
 Casey, Maude. *Over the Water*. Holt, 1994 (England, Ireland)
 Castañeda, Omar. *Among the Volcanoes*. Lodestar, 1991 (Guatemala)
 Choi, Sook. *Year of Impossible Goodbyes*. Houghton Mifflin, 1991 (Korea)
 Doherty, Berlie. *White Peak Farm*. Orchard, 1990 (England)
 Farmer, Nancy. *A Girl Named Disaster*. Orchard, 1996 (Mozambique, Zimbabwe)
 Hiçyılmaz, Gaye. *Against the Storm*. Joy Street, 1992 (Turkey)
 Ho, Minfong. *Rice without Rain*. Lothrop, Lee, 1990 (Thailand)
 Hodge, Merle. *For the Life of Laetitia*. Farrar Straus, 1993 (Caribbean)
 Jenkins, Lyll. *So Loud a Silence*. Lodestar, 1996 (Colombia)
 Kim, Helen. *The Long Season of Rain*. Holt, 1996 (Korea)
 Korman, Gordon. *Losing Joe's Place*. Scholastic, 1990 (Canada)
 Laird, Elizabeth. *Kiss the Dust*. (Iraq, Iran)
 Marsden, John. *Letters from the Inside*. Houghton Mifflin, 1994 (Australia)
 Marsden, John. *Tomorrow, When the War Began*. Houghton Mifflin, 1995 (Australia)
 Mori, Kyoko. *One Bird*. Holt, 1995 (Japan)
 Mori, Kyoko. *Shizuko's Daughter*. Holt, 1993 (Japan)
 Naidoo, Beverly. *Chain of Fire*. Lippincott, 1990 (South Africa)
 Naidoo, Beverly. *No Turning Back: A Novel of South Africa*. Harper, 1997 (South Africa)
 Pausewang, Gudrun. *Fall-Out*. Viking, 1995 (Germany)
 Pelgrom, Els. *The Acorn Eaters*. Farrar, Straus, 1997 (Spain)
 Reuter, Bjarne. *The Boys from St. Petri*. Dutton, 1994 (Denmark)
 Rubinstein, Gillian. *Foxspell*. Simon & Schuster, 1996 (Australia)
 Schami, Rafik. *A Hand Full of Stars*. Dutton, 1990 (Syria)
 Tate, Eleanora. *A Blessing in Disguise*. Delacorte, 1995 (Zambia)
 Temple, Frances. *The Beduins' Gazelle*. Orchard, 1996 (North Africa)
 Temple, Elizabeth. *Taste of Salt: A Story of Modern Haiti*. Orchard, 1992 (Haiti)
 Watkins, Yoko. *My Brother, My Sister and I*. Bradbury, 1994 (Japan)
 Zheleznikov, Vladimir. *Scarecrow*. Lippincott, 1990 (Russia)

Young Adult Books Selected from the 1998 Best Books for Young Adults List

From the Young Adult Library Services Association, American Library Association

- Bitton-Jackson, Livia. *I Have Lived a Thousand Years*. Simon & Schuster, 1997
The author describes her experiences when sent, at age 13, with her family to Auschwitz in 1944.
- Brooks, Martha. *Bone Dance*. Orchard, 1997
Two teens are drawn together through ownership of a rough cabin in the Manitoba wilderness.
- Chang, Pang-Mei. *Bound Feet and Western Dress*. Doubleday, 1997
A memoir based on the life of the author's Chinese aunt.
- Del Cazo, Nick. *Triumphant Spirit*. Triumphant Spirit, 1997
Contemporary photographs of Holocaust survivors accompany brief sketches of their lives from the 1940s to the present.
- Dyer, Daniel. *Jack London: A Biography*. Scholastic, 1997
The focus is on London's early days of riding the rails, sledding in the Yukon gold rush, and sailing the South Seas.
- Jiang, Ji Li. *Red Scarf Girl: A Memoir of the Cultural Revolution*. Harper, 1997
When Mao began the Chinese cultural revolution in 1966, the life of the author's family in Shanghai was drastically changed.
- McLaren, Clemence. *Inside the Walls of Troy*. Atheneum, 1997
The story of the Trojan War told from the viewpoints of the beautiful Helen and the prophetess Cassandra.
- Napoli, Donna. *Stones in Water*. Dutton, 1997
Taken by Germans from a movie house in Vienna, Roberto finds himself a slave laborer in German work camps until he escapes in the Ukraine and struggles to return to Italy.
- Nye, Naomi Shihab. *Habibi*. Simon & Schuster, 1997
At 14, Liyana Abboud must learn to fit into a new world when her Palestinian American family moves from St. Louis to Jerusalem.
- Steger, Will. *Over the Top of the World*. Scholastic, 1997
The author's account of his 1995 trek across the Arctic includes breathtaking adventure and extraordinary photographs.
- Yee, Paul. *Breakaway*. Groundwood, 1997
At 18, Kwok Wong loves soccer and wants to attend college but finds himself in conflict with his Chinese family's traditions and values.

1997 Américas Awards

The annual Américas Awards are given in recognition of U.S. works of fiction, poetry, folklore, or selected nonfiction (from picture books to works for young adults) published in the previous year in English or Spanish that authentically and engagingly relate to Latin America, the Caribbean, or Latinos in the United States. By combining both and linking the Americas, the award reaches beyond geographic borders, as well as multicultural-international boundaries, focusing instead upon cultural heritages within the hemisphere. The awards are sponsored by the national Consortium of Latin American Studies Programs (CLASP). Award winners are selected for their 1) distinctive literary quality; 2) cultural contextualization; 3) exceptional integration of text, illustration, and design; and 4) potential for classroom use. For award lists from 1993 to 1996 check <http://www.uwm.edu/Dept/CLA/outreach-americas.html>. The 1998 awards will be announced in spring 1999. In the following list, suggested reading levels by grade are designated in parentheses. The annotations are modified from the original CLASP text.

Award Winners

Fiction

Jiménez, Francisco.

The Circuit: Stories from the Life of a Migrant Child.

University of New Mexico, 1997 (6-8)



The dream of this family from rural Jalisco, Mexico, is to go north, cross la frontera and leave poverty behind. Papá, mamá, and two young boys make the long journey and cross the barbed wire barricade without being spotted by la migra. In California, they join “the circuit” of migrant workers following the crops to be picked: strawberries, cotton, carrots. The author poignantly weaves the family’s customs, beliefs, and hopes with the cruel reality of never-ending migrant labor camps from which escape is nearly impossible. The family’s culture, rich in stories, love, and endurance, nurtures its growth to ten members in the new environment where the dream is nearly lost. The independently told stories lend themselves to being read out loud to a wide range of audiences.

Picture Book

Hanson, Regina. *The Face at the Window*. Illustrated by Linda Saport. Clarion, 1997 (K-3)

Coerced by her older friends, Dora, who just started school, hurled a stone at Miss Nella’s mango tree. Miss Nella’s face appeared at the window. “My mama say if you see Miss Nella’s face in de window, you in big trouble,” Trevor had said. Sensitive told, the story exposes the superstition surrounding mental illness in a small Jamaican community. Dora’s parents know Miss Nella and gently guide Dora to confront her own fears and her friends’ misconceptions about the woman.

Honorable Mentions

Ancona, George. *Mayeros: A Yucatec Maya Family*. Morrow, 1996 (3-5)

Armando, a young Mayero, and his family—descendants of the 4,000-year-old Mayan civilization—are the central characters in Ancona’s color photographs and nonfiction narrative. The narration follows Armando and his family through a week of preparations for the town’s fiesta, as it also provides descriptions and explanations of the family’s daily work and play.

Bloom Valerie. *Fruits: A Caribbean Counting Poem*. Illustrated by David Axtell. Holt, 1997 (K-3)

An outstanding alphabet book where language and illustrations form an enchanting rhythmic whole. While two sisters count fruits, from pawpaw to naseberry, the Caribbean environment comes to life in these pages. The verse for each fruit rhymes, enticing the reader to join in the song and delight in the colorful patterns created by the illustrations.

Commendations

Ada, Alma Flor. *Gathering the Sun: An Alphabet in Spanish and English*. Lothrop, 1997 (K-3)

The rich and deep hues of reds, greens, and blacks with splashes of yellows, blues, and browns adorn the pages of this bilingual alphabet book. The life of the migrant family working in the fields is told with great sensitivity as one reads and explores the alphabet. The twenty-eight poems in Spanish and English are carefully superimposed on the art work.

Ada, Alma Flor. *The Lizard and the Sun / La Largartija y el Sol*. Dell, 1997 (K-3)

This porquoy tale, set in ancient Mexico, uses playful repetition in language and plot to engage readers in the story of a tenacious lizard who continues her search for the sun while all other animals gradually stop looking. Spanish and English narratives appear side by side throughout the book.

Alarcón, Francisco. *Laughing Tomatoes and Other Spring Poems / Jitomates Risueños y Otros Poemas de Primavera*. Children’s, 1997 (3-5)

Alarcón’s bilingual poetry captures the joy of living closely with the land and with the people who nurture earth’s life.

Almada, Patricia. *From Father to Son / De Padra a Hijo*. Rigby, 1997 (K-3)

A family of bakers, panaderos, going all the way back to Nayarit, Mexico, and now established in Los Angeles, shares its tradition in this wonderfully simple book. Photographs of father and son showing the different steps in the preparation of the dough and a variety of different kinds of breads add valuable information to the text. A map and a page of sweet bread riddles create opportunities for discussion and fun. Spanish and English editions available.

Appelbaum, Diana. *Cocoa Ice*. Illustrated by Holly Meade. Orchard, 1997 (K-3)

Two young girls, one in Santo Domingo, the other one in Maine, tell stories cleverly linked by the author through "the cocoa ice trade" of schooners in the late 19th century.

Capellinni, Mary. *The Story of Doña Chila / El Cuento de Doña Chila*. Rigby, 1997 (K-3)

In an unusual picture story set in Honduras, Oscar's mother must decide whether to have him treated by a doctor or by the local curandera after he is bitten by a scorpion. The conflict between two cultures is realistically shown in this engaging story. Spanish and English editions available.

Carden, Mary, and Mary Cappellini. *I am of Two Places / Soy de Dos Lugares*. Rigby, 1997 (K-3)

This collection of poetry is composed by five Latino/a children, ages eight to eleven, who describe their pride and frustrations in speaking two languages and loving the people and places of two cultures. Spanish and English editions available.

Corpi, Lucha. *Where Fireflies Dance / Ahi, Donde Bailan Las Luciernagas*. Children's, 1997 (K-3)

A bilingual text recounts the author's childhood memories of growing up in a small town on the Caribbean coast of Mexico.

Ehlert, Lois. *Cuckoo / Cucu*. Harcourt, 1997 (K-3)

Ehlert's bilingual version of this traditional Mayan tale about the courage of the cuckoo is exquisitely illustrated with designs inspired by traditional Mexican crafts. Equally poetic in Spanish and English, this story is ideal for introducing very young children to Mexican craft motifs within the context of a well-told folktale.

Garay, Luis. *Pedrito's Day*. Orchard, 1997 (K-3)

When his father goes north to work, Pedrito stays behind with his mother and grandmother, working every day as a shoeshine boy to help earn money for his family. Luis Garay's detailed paintings give readers a strong sense of place, although his portrait of working children is somewhat romanticized.

González, Lucia. *Señor Cat's Romance and Other Favorite Stories from Latin America*. Scholastic, 1997 (3-5)

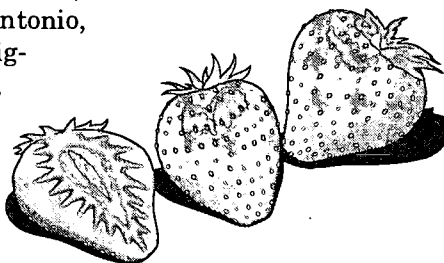
This collection of six folktales familiar to children throughout Latin America will serve as a good introduction for children living in the United States, who are likely unfamiliar with the tales. A brief author's note and a glossary with a pronunciation guide to Spanish words follow each story.

González-Jensen, Margarita. *Mexico's Marvelous Corn / El Maravilloso Maiz de Mexico*. Rigby, 1997 (K-3)

Maiz, a staple of Mexican meals and snacks, is described in all its variety and flavors in this easy-to-read book. Readers will find a feast of corn, from atole to tortillas, with brief, accurate descriptions of traditional and contemporary forms of preparation. A wonderful companion to *Laughing Tomatoes and Other Spring Poems*. Spanish and English editions available.

Hernández, Jo Ann. *White Bread Competition*. Piñata Books, 1997 (8-10)

When Luz, a ninth-grade Chicana student in San Antonio, Texas, wins a spelling competition, her success triggers a variety of emotions among family, friends, and the broader community. Multiple points of view and recurring metaphors add to the richness and complexity of a story that can be read either as a single narrative or as a collection of short stories.



Horenstein, Henry. *Baseball in the Barrio*. Gulliver, 1997 (K-3)

This photo essay is narrated by Hubaldo Antonio Romero Páez, a Venezuelan fifth grader who lives in Caracas. Readers learn about his love for his country's most popular sport—béisbol—and get glimpses of family and school life through the excellent photographs and a text that remains true to the voice of the young narrator.

Johnston, Tony, and Jeanette Winter. *Day of the Dead*. Harcourt, 1997 (K-3)

This delightfully intimate book about one of Mexico's most important holidays deserves to be added to any collection for young readers. Text and illustrations synergize to create a jewel-like account of a family making all the preparations to honor the spirits of their dead. Poetically written and colorfully illustrated, this is a great book to share with young readers one-on-one.

Keane, Sofía. *Dear Abuelita / Querida Abuelita*. Rigby, 1997 (K-3)

Marco's family moves from Yucatán, Mexico, to San José, California, a few days before his eighth birthday. He writes to his Abuelita, telling her about his new house, school, and the city's big buildings. What he misses most are the stories his grandma would tell him before he went to bed. Spanish and English editions available.

Kroll, Virginia. *Butterfly Boy*. Boyds Mills, 1996 (K-3)

This beautifully illustrated and tender story portrays a young boy's vibrant relationship with his grandfather, who is confined to a wheelchair and can no longer speak.

López, Loretta. *Birthday Swap / ¡Que Sorpresa de Cumpleaños!* Lee and Low, 1997 (K-3)

The author-illustrator, Loretta López, tells a personal story about a surprise birthday swap with her teenage sister when Loretta was six years old. The surprise allows her to have a memorable celebration in the summer instead of December. Spanish and English editions available.

Martinez, Floyd. *Spirits of the High Mesa*. Arte Público, 1997 (6-8)

Growing up in a small town in New Mexico in the 1930s, young Flavio is caught between two cultures when outsiders come to wire the town for electricity.

Mora, Pat. *Tomás and the Library Lady*. Knopf, 1997 (K-3)

During a summer his family spends as migrant workers in the fields of Iowa, young Tomás makes friends with the local public librarian, who shares his appreciation for good stories.

Moretón, Daniel. *La Cucaracha Martina: A Caribbean Folktale / La Cucaracha Martina: Un Cuento Folklórico Del Caribe*. Turtle, 1997 (K-3)

In Moretón's version of this traditional Caribbean folktale, bright illustrations of contemporary-looking animals and onomatopoeic text are integrated in the design of each page. Spanish and English editions available. Both language versions maintain the humor while accurately translating animal sounds. Delightful for reading aloud to young audiences.

Orozco, Jose-Luis. *Diez Deditos / Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America*. Dutton, 1997 (K-3)

This bilingual collection of finger rhymes and action songs from many Spanish-speaking countries includes lyrics in Spanish and English, music scores, and bright and colorful illustrations. The background notes and simple pictographs showing body movements will aid adults in presenting these playful rhymes to young children.

Rahaman, Vashanti. *A Little Salmon for Witness: A Story from Trinidad*. Lodestar, 1997 (K-3)

People from all over the world have settled in Trinidad, the home of Rajiv, a young boy who goes from one neighbor to the next seeking "a little salmon for witness" as a gift for his grandmother's birthday. Through dialect and well-rendered, pastel illustrations, we see the Trinidadian community where Rajiv plays, works, and celebrates.

Sisnett, Ana. *Grannie Jus' Come*. Children's, 1997 (K-3)

Joy, rhythm, regional dialect, and family love are embodied in the spirit of this book set in Panama. A little girl anxiously awaits her grandmother's arrival.

Sola, Michèle. *Angela Weaves a Dream*. Hyperion, 1997 (3-5)

In Chiapas, southern Mexico, Angela, a young Mayan girl, learns to weave the sacred designs of the Mayan culture from the expert weavers in her village, while also learning the symbolic meaning of the designs.

Soto, Gary. *Buried Onions*. Harcourt, 1997 (9-12)

When 19-year-old Eddie drops out of college, he struggles to find a place for himself in an economically depressed inner-city environment offering few attainable or safe alternatives. Fresno, like many metropolitan areas, is plagued by the same under-employment and racism that characterize many of the places where Latinos live in the United States.

Sota, Gary. *Novio Boy*. Harcourt, 1997 (6-8)

This play humorously relates a boy's first date with an attractive girl who is older than he. Soto creates a play that secondary students and their teachers will enjoy and be able to use to address some of the more serious issues we all faced in adolescence. The extended Latino family is interwoven into a context that resonates true and authentic for Latino youths. The play will fill a large need in secondary classrooms.

Stevens, Jan. *Carlos and the Skunk / Carlos y el Zorrillo*. Rising Moon, 1997 (K-3)

In this bilingual book, Carlos tries to show off for his friend Gloria by catching a skunk and getting more than he bargained for.

Viesti, Joe, and Diane Hall. *Celebrate in Central America*. Lothrop, Lee, 1997 (3-5)

Throughout Central America, holiday festivities offer a rich blend of indigenous and European traditions. Stunning color photographs, accompanied by a brief text, provide details about the origins of eight holidays and how each one is celebrated in a specific Central American town. Included are Día de los Muertos (Sacatepéquez, Guatemala); Baile de la Conquista (Chichicastenango, Guatemala); Semana Santa (Sonsonate, El Salvador); San José Fair (Copán Ruinas, Honduras); Virgin of Masaya Celebration (Masaya, Nicaragua); Columbus Day/Día de la Raza (Puerto Limón, Costa Rica); and two distinctive ways of celebrating Carnival (San Pedro, Belize, and Las Tablas, Panama).

Bilingual and Multilingual Books

From the South Central Library System

Dunham, Meredith. *Colors: How Do You Say It?* Lothrop, Lee 1987

Objects in different colors are shown along with descriptive words in English, French, Spanish, and Italian.

Dunham, Meredith. *Shapes: How Do You Say It?* Lothrop, Lee, 1987

Five shapes are shown and named in English, French, Spanish, and Italian.

Emberley, Rebecca. *My House / Mi Casa*. Little Brown, 1990

The common objects in a house are described alternately in English and Spanish.

Garza, Carmen. *In My Family / En Mi Familia*. Children's, 1996

Paintings illustrate scenes from the author's childhood in Kingsville, Texas. The scenes depict empanadas being made, a healer's visit, a Mexican American wedding, and a birthday piñata. (English and Spanish)

González, Lucia. *The Bossy Gallito / El Gallo de Bodas*. Scholastic, 1994

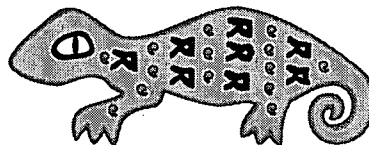
This cumulative tale from Cuba centers on a bossy rooster who dirties his beak by pecking at two grains of corn while on the way to his uncle's wedding. He orders the grass to clean his beak; when the grass refuses, he orders a goat to eat the grass. He continues to give orders, but no one is willing to help until he politely asks his friend sun for help. (English and Spanish)

Han, Suzanne. *The Rabbit's Escape*. Holt, 1995

Rabbit wants to travel to the underwater world of the East Sea, but he must use his wits to escape the underwater Dragon King. (English and Korean)

Herrera, Juan. *Calling the Doves / El Canto de las Palomas*. Children's, 1995

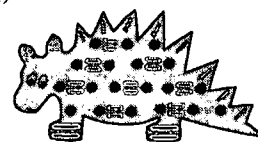
The author remembers his childhood and growing up in a family of migrant farmworkers. Although the road "changed with the seasons," the two constants in his life were his mother's love for music and his father's ability to whistle a tune that would attract doves. (English and Spanish)



- Jaynes, Ruth. *Tell Me Please, What's That?* Bowmar, 1968
 Juan speaks Spanish but wants to learn words in English; David speaks English but wants to learn Spanish. While visiting the zoo, they teach each other animal names in their respective languages.
- Keeshig-Tobias, Lenore. *Bineshiinh Dibaaqmowin / Bird Talk*. Sister Vision, 1991
 An Ojibway girl moves from a reservation to a city with her older sister and mother. She has a bad day at school because the children play cowboys and Indians and tease her because she is an Indian, but her mother reminds her of her heritage. (English and Ojibway)
- Margolies, Barbara. *Rehema's Journey: A Visit in Tanzania*. Scholastic, 1990
 This photoessay follows Rehema through her days in a traditional Tanzanian village and on a bus trip to a wildlife area. On the way, she passes through other villages and sees groups of various native peoples; cultural elements of daily life are explained. Swahili words are translated in a guide at the end of the book.
- Meshi, Ita. *A Child's Picture English-Hebrew Dictionary*. Adanal Books, 1985
 Words for each letter of the Hebrew alphabet accompany the illustrations for each letter.
- Meyers, Louise, and Jack Meyers. *Mother Goose in Five Languages*. Allied, 1964
 Rhymes with pronunciation guides appear in French, Spanish, Latin, German, and English.
- Orozco, Jose. *De Colores and Other Latin-American Folk Songs for Children*. Dutton, 1994
 This collection of 27 Latin American songs, chants, and rhymes includes simple notation and a short explanation for each. (English and Spanish lyrics)
- Reiser, Lynn. *Margaret and Margarita / Margarita y Margaret*. Greenwillow, 1993
 Two young girls meet in a park and have little trouble understanding each other even though one speaks English and the other Spanish.
- Simon, Norma. *What Do I Say?* Whitman, 1967
 A Puerto Rican boy comments on various situations throughout the day. (Spanish and English)
- Steiner, Charlotte. *A Friend is "Amie."* Knopf, 1956
 An American girl makes friends with a new neighbor who has just arrived from Paris. As they play, they teach each other simple words from their languages. There are additional words with pictures on the book's end pages. (English and French)

1997 Aesop Awards

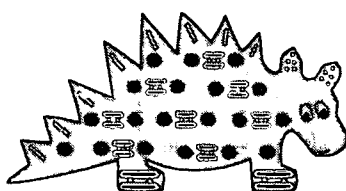
From the Children's Folklore Section, American Folklore Society



- Caduto, Michael. *Earth Tales from around the World*. Fulcrum, 1997
 San Souci, Robert. *The Hired Hand: An African-American Folktale*. Dial, 1997

Accolades

- Czernecki, Stefan. *The Cricket's Cage: A Chinese Folktale*. Hyperion, 1997
 Eagle Walking Turtle. *Full Moon Stories: Thirteen Native American Legends*. Hyperion, 1997
 McDermott, Gerald. *Musicians of the Sun*. Simon & Schuster, 1997 (Aztec myth)
 Shepard, Aaron. *The Sea King's Daughter: A Russian Legend*. Atheneum, 1997
 Wolkstein, Diane. *Bouki Dances the Kokioko: A Comical Tale from Haiti*. Harcourt, 1997
 Wolkstein, Diane. *Esther's Story*. Morrow, 1996 (Bible story. Queen of Persia)

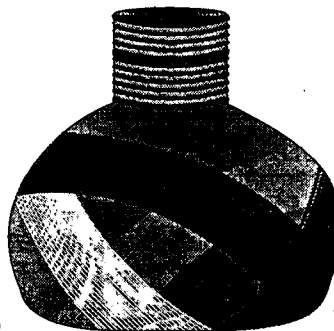


Picture Books Around the World

Adapted from a list prepared at Kenosha Public Library

AFRICA

- Aardema, Verna. *Why Mosquitoes Buzz in People's Ears*. Puffin, 1993
Adlerman, Dan. *Africa Calling: Nighttime Falling*. Whispering Coyote, 1996
Isadora, Rachel. *At the Crossroads*. Greenwillow, 1994
Kroll, Virginia. *Africa Brothers and Sisters*. Aladdin, 1998
Mennen, Ingrid. *Somewhere in Africa*. Dutton, 1992
Musgrove, Margaret. *Ashanti to Zulu: African Traditions*. Dial, 1992
Mwenye, Hadithi. *Baby Baboon*. Little, Brown, 1993
Williams, Karen. *Galimoto*. Lothrop, Lee, 1990



Cameroon

- Alexander, Lloyd. *The Fortune-Tellers*. Dutton, 1992
Grifalconi, Ann. *Darkness and the Butterfly*. Scholastic, 1987
Grifalconi, Ann. *Osa's Pride*. Little, Brown, 1990
Grifalconi, Ann. *The Village of Round and Square Houses*. Little, Brown, 1986
Mollet, Tololwa. *The King and the Tortoise*. Clarion, 1993

Egypt

- Bunting, Eve. *I am the Mummy Heb-Hefert*. Harcourt, 1997
Climo, Shirley. *The Egyptian Cinderella*. Harper, 1989
DePaola, Tomie. *Bill and Pete Go Down the Nile*. Putnam, 1987
Heide, Florence. *The Day of Ahmed's Secret*. Mulberry, 1995
Mike, Jan. *Gift of the Nile: An Ancient Egyptian Legend*. Troll, 1993

Ghana

- Chocolate, Deborah. *Talk, Talk: An Ashanti Legend*. Troll, 1993
McDermott, Gerald. *Anansi the Spider: A Tale from Ashanti*. Holt, 1987

Kenya

- Aardema, Verna. *Bringing the Rain to Kapiti Plain*. Dial, 1992

Morocco

- London, Jonathan. *Ali, Child of the Desert*. Lothrop, Lee, 1997

Nigeria

- Gerson, Mary-Joan. *Why the Sky is Far Away: A Nigerian Folktale*. Little, Brown, 1995

South Africa

- Isadora, Rachel. *Over the Green Hills*. Greenwillow, 1992
Lewin, Hugh. *Jafta*. Carolrhoda, 1988
Lewin, Hugh. *Jafta: the Journey*. Carolrhoda, 1993
Lewin, Hugh. *Jafta and the Wedding*. Carolrhoda, 1981
Sisulu, Elinor. *The Day Gogo Went to Vote: South Africa, April 1994*. Little, Brown, 1996
Stewart, Diane. *The Dove*. Greenwillow, 1993

Tanzania

- Kroll, Virginia. *Masai and I*. Simon & Schuster, 1992
Mollet, Tololwa. *Kele's Secret*. Lodestar, 1997

West Africa

McDermott, Gerald. *Zomo the Rabbit: A Trickster Tale from West Africa*. Harcourt, 1992

Zanzibar

Aardema, Verna. *Rabbit Makes a Monkey of Lion*. Puffin, 1993

Aardema, Verna. *Bimwili & the Zimwi: A Tale From Zanzibar*. Dial, 1992

Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book*. Dial, 1992

Feelings, Muriel. *Moja Means One: Swahili Counting Book*. Dial, 1992

Haskins, Jim. *Count Your Way Through Africa*. Carolrhoda, 1990

Zimbabwe

Steptoe, John. *Mufaro's Beautiful Daughters: An African Tale*. Lothrop, Lee, 1987

MIDDLE EAST

Israel

Segal, Sheila. *Joshua's Dream: A Journey to the Land of Israel*.

Union of American Hebrew Congregations, 1992

Lebanon

Heidi, Florence. *Sami and the Time of the Troubles*.

Clarion, 1992

ASIA

China

Lawson, Julie. *The Dragon's Pearl*. Clarion, 1993

Leaf, Margaret. *Eyes of the Dragon*. Lothrop, Lee, 1987

Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China*.

Putnam, 1996

Levinson, Riki. *Our Home is the Sea*. Puffin, 1992

Mahy, Margaret. *Seven Chinese Brothers*. Scholastic, 1992

Moseland, Arlene. *Tikki, Tikki, Tembo*. Holt, 1988

Wiese, Kurt. *You Can Write Chinese*. Viking, 1945

Yee, Paul. *Roses Sing on New Snow: A Delicious Tale*.

Macmillan, 1991

Young, Ed. *Lon Po Po: A Red-Riding Hood Story From China*. Philomel, 1996

Young, Ed. *Red Thread*. Philomel, 1993

Zimelman, Nathan. *I Will Tell You of Peach Stone*. Lothrop, Lee, 1976



Cambodia

Lee, Jeanne. *Silent Lotus*. Farrar, Straus, 1991

India

Martin, Rafe. *Foolish Rabbit's Big Mistake*. Putnam, 1985

Japan

Baker, Keith. *The Magic Fan*. Harcourt, 1989

Esterl, Amica. *Okino and the Whales*. Harcourt, 1995

Lobel, Anita. *The Dwarf Giant*. Greenwillow, 1996

Melmed, Laura. *The First Song Ever Sung*. Lothrop, Lee, 1993

Merrill, Jean. *The Girl Who Loved Caterpillars*. Philomel, 1992

Nakawatari, Harutaka. *The Sea and I*. Farrar, Straus, 1992

Say, Allen. *The Bicycle Man*. Parnassus, 1982

Spivak, Dawnine. *Grass Sandals: The Travels of Basho*. Atheneum, 1997
Stanley, Diane. *Fortune*. Morrow, 1990
Tompert, Ann. *Grandfather Tang's Story*. Dragonfly, 1997
Tsutsui, Yoriko. *Anna's Secret Friend*. Kestrel, 1987

Indonesia

Morozumi, Atsuko. *One Gorilla: A Counting Book*. Farrar, Straus, 1990
Sis, Peter. *Komodo!* Greenwillow, 1993

Korea

Climo, Shirley. *The Korean Cinderella*. Harper, 1993
Jaffe, Nina. *Older Brother, Younger Brother: A Korean Folktale*. Viking, 1995

AUSTRALIA

Baker, Jeannie. *Where the Forest Meets the Sea*. Greenwillow, 1987
Loh, Morag. *Tucking Mommy In*. Orchard, 1987
Wild, Margaret. *Thank You, Santa*. Scholastic, 1991

LATIN AMERICA

Dorros, Arthur. *Tonight is Carnaval*. Dutton, 1991
Garcia, Richard. *My Aunt Otilia's Spirits*. Children's, 1987

Caribbean

Adoff, Arnold. *Flamboyan*. Harcourt, 1988
Buffett, Jimmy. *The Jolly Man*. Harcourt, 1988
Linden, Ann. *One Smiling Grandma*. Dial, 1992
Orr, Katherine. *My Grandpa and the Sea*. Carolrhoda, 1990
Stow, Jenny. *The House that Jack Built*. Dial, 1992

Dominican Republic

Maiorano, Robert. *Francisco*. Macmillan, 1978

Mexico

Geeslin, Campbell. *In Rosa's Mexico*. Knopf, 1996

Brazil

Cherry, Lynne. *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. Harcourt, 1998
Flora. *Feathers Like a Rainbow: An Amazon Indian Tale*. Harper, 1989
Lewin, Ted. *Amazon Boy*. Macmillan, 1993

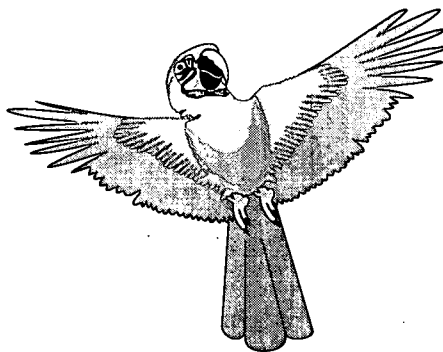
Peru

Charles, Donald. *Chancay and the Secret Fire*. Putnam, 1992

EUROPE

British Isles—England

Anno, Mitsumasa. *Anno's Journey*. Philomel, 1997
Bond, Michael. *Paddington Bear*. Harper, 1998
Bond, Michael. *Paddington's 123*. Puffin, 1996
Brett, Jan. *Beauty and the Beast*. Clarion, 1990
Provinsen, Alice. *The Glorious Flight: Across the Channel with Louis Bleriot*. Viking, 1987



British Isles—Scotland

Hedderwick, Mairi. *Katie Morag and the Big Boy Cousins*. Little, Brown, 1987

British Isles—Ireland

DePaola, Tomie. *Bonjour, Mr. Satie*. Scholastic, 1991

McDermott, Daniel. *Daniel O'Rourke: An Irish Tale*. Viking, 1986

British Isles—Wales

Thomas, Dylan. *A Child's Christmas in Wales*. New Directions, 1995

Denmark

Andersen, Hans Christian. *The Little Mermaid*. Hyperion, 1997

Andersen, Hans Christian. *The Swineherd*. North-South, 1995

Andersen, Hans Christian. *Thumbelina*. Troll, 1989

Netherlands

Oppenheim, Shulamith Levey. *The Lily Cupboard: A Story of the Holocaust*. Harper, 1992

Germany

Brodmann, Aliana. *The Gift*. Aladdin, 1998

Brothers Grimm. *The Bremen Town Musicians*. North-South, 1992

Brothers Grimm. *The Sleeping Beauty*. Little, Brown, 1983

Grimm, Jacob. *Jorinda and Joringel*. Coward-McCann, 1978

Shub, Elizabeth. *Clever Kate*. Macmillan, 1986

France

Agee, Jon. *The Incredible Painting of Felix Clousseau*.

Farrar, Straus, 1988

Bemelmans, Ludwig. *Madeline*. Viking, 1987

Brown, Marcia. *Stone Soup, An Old Tale*. Aladdin, 1997

McCully, Emily Arnold. *Mirette on the High Wire*. Putnam, 1997

O'Callahan, Jay. *Tulips*. Peachtree, 1996

Titus, Eve. *Anatole*. Whittlesey, 1956

Poland

Porazinska, Janine. *The Enchanted Book: A Tale from Krakow*. Harcourt, 1987

Russia

Mikolaycak, Charles. *Babushka: An Old Russian Folktale*. Holiday, 1988

Children Can Change the World: Activists for Peace, Hope, and Environmentalism

From Oshkosh Public Library

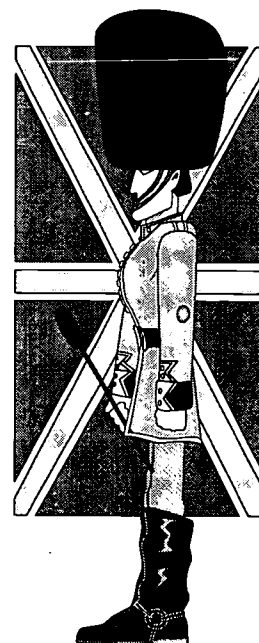
Nonfiction

Bang, Molly. *Common Ground: The Water, Earth, and Air We Share*.

Bang imagines a village in which there are too many people consuming shared resources and discusses the challenge of handling our world's environment safely.

Chandler, Gary, and Kevin Graham. *Kids Who Make a Difference*. Twenty-First Century, 1996

The authors focus on some of the innovative environmental programs that young people have founded and run.



A Children's Chorus. Dutton, 1989

Eleven well-known children's illustrators celebrate the 30th anniversary of the universal Declaration of the Rights of the Child by illustrating each of the Declaration's principals.

Earthworks Group. *50 Simple Things Kids Can Do to Save the Earth*. Macmillan, 1990

How specific things in a child's environment are connected to the rest of the world is explained along with how using them affects the planet, and how the individual can develop habits and projects that are environmentally sound.

Fradin, Dennis. *Remarkable Children: Twenty Who Made History*. Little, Brown, 1987

Brief biographies describe twenty children from different places and times who gained fame in childhood for their unusual talents and remarkable achievements.

Franklin, Kristine, and Nancy McGirr. *Out of the Dump: Writings and Photographs by Children from Guatemala*. Lothrop, Lee, 1995

Children who live in the municipal dump in Guatemala City composed these poems and pictures.

Kindersley, Barnabas. *Children Just Like Me : A Unique Celebration of Children around the World*. Dorling Kindersley, 1995.

Photographs and text depict the homes, schools, family life, and culture of young people around the world.

Krensky, Stephen. *Four Against the Odds: The Struggle to Save Our Environment*. Scholastic, 1992

The lives of four prominent environmentalists and their efforts to save plant and animal life are described: John Muir, Rachel Carson, Lois Marie Gibbs, and Chico Mendes.

Lewis, Barbara. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. Free Spirit, 1995

A variety of opportunities for young people to participate in successful community service are described.

Lowery, Linda. *Earthwise At Home: A Guide to the Care and Feeding of Your Planet*. Carolrhoda, 1993

Activities that can help save our planet, including recycling, power conservation, and smart shopping are described.

Lowery, Linda. *Earthwise at Play: A Guide to the Care and Feeding of Your Planet*. Carolrhoda, 1993

Information is provided about various animals and plants and their interdependence along with activities that can help protect and preserve them.

Lowery, Linda. *Earthwise at School: A Guide to the Care and Feeding of Your Planet*. Carolrhoda, 1993

Facts about planet Earth are cited, and suggested projects and activities to help protect water, air, and land from pollution and destruction are described. The emphasis is on making an action plan for local environmental improvement.

MacDonald, Margaret. *Peace Tales: World Folktales to Talk about*. Linnet, 1992

Folktales from cultures around the world reflect different aspects of war and peace.

Mann, Charles. *Material World: A Global Family Portrait*. Sierra Club, 1994

This comparative look at typical families around the world and their prospects is illustrated with striking photographs of each family.

Meltzer, Milton. *Cheap Raw Material*. Viking, 1994

Meltzer describes how our youngest workers are exploited and abused.

My World Peace: Thoughts and Illustrations From the Children of All Nations. Passport, 1985

Solutions for world peace are offered in writings by children from around the world.

On The Wings of Peace: Writers and Illustrators Speak Out for Peace, in memory of Hiroshima and Nagasaki. Clarion, 1995

Famous authors and illustrators present a collection of prose and poetry exploring aspects of peace, from issues of personal and community violence to international conflict, the bombing of Hiroshima and Nagasaki, and the environmental dangers of nuclear proliferation.

Schwartz, Linda. *Earth Book For Kids*. Learning Works, 1990

Schwartz presents activities to help heal the environment.

Silver, Donald. *Why Save the Rain Forest?* Messner, 1993

Silver explains what a rain forest is, where rain forests are found, the dangers they face, and the importance of protecting their unique plant and animal life.

Snowdon, Lynda. *Children Around the World*. Dillon, 1986

The text and photographs depict children from many countries at work and play. Among them are a Dutch boy in a festival and children in school in India.

The State of the World's Children. Oxford University Press, annual

A wide variety of statistical data about the world's children is listed by country in this UNICEF publication.

Fiction

Asch, Frank. *The Earth and I*. Gulliver, 1994

A child explains how he and the earth dance and sing together and take turns listening to each other.

Atkins, Jeannine. *Aani and the Tree Huggers*. Lee and Low, 1995

Based on true events in India in the 1970s, young Aani and the other women in her village defend their forest from developers by wrapping their arms around the trees, making it impossible to cut them down.

Baker, Keith. *Who is the Beast?* Harcourt, 1990

A tiger is confused by jungle animals fleeing from a beast until he discovers he is the beast they are fleeing from.

Cherry, Lynne. *The Great Kapok Tree*. Harcourt, 1990

The many different animals that live in the great kapok tree in the Brazilian rainforest try to convince a man with an ax of the importance of not cutting down their home.

Durell, Ann, and Marilyn Sachs, eds. *The Big Book for Peace*. Dutton, 1990

Poems and stories from more than 30 of the best-known and -loved authors and illustrators of children's books comprise this book about many kinds of peace. Peace among people living in different lands—but also among next-door neighbors. Harmony among people of different races—among sisters and brothers.

Gikow, Louise. *For Every Child, a Better World (by Kermit the Frog)*. Golden, 1993

This hopeful title, produced in cooperation with the United Nations, describes the simple, basic needs that must be met before every child can live in a better world.

Grindley, Sally. *Peter's Place*. Harcourt, 1996

Peter helps clean up the disaster when an oil tanker spills its cargo on his shoreline, but only time will truly heal the place.

Hearne, Betty. *Seven Brave Women*. Greenwillow, 1997

A young girl recounts the brave exploits of her female ancestors, including her great-great-grandmother who came to America in a wooden sailboat.

Hughes, Monica. *A Handful of Seeds*. Orchard, 1996

Forced into the barrio by her grandmother's death, Conception takes with her a legacy of chili, corn, and bean seeds and finds they hold the key to her survival.

Rose, Deborah Lee. *The People Who Hugged the Trees*. Rinehart, 1990

This environmental folktale is adapted from a story of Rajasthan, India.

Go Global: Re(ad)cyle

From Platteville Public Library

Aliki. *Big Book for the Planet*. Dutton, 1993

Baker, Jeannie. *Window*. Greenwillow, 1991

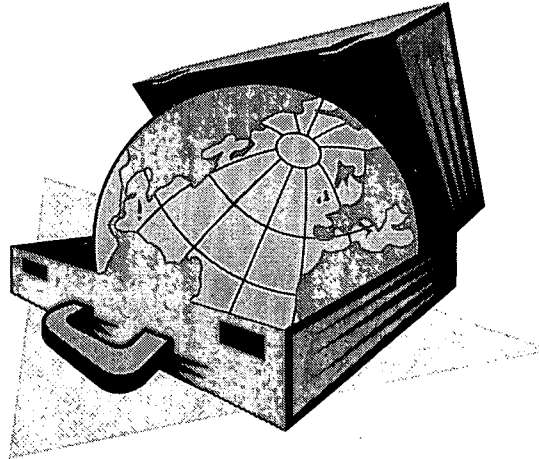
Berenstain, Stan. *Berenstain Bear Scouts and the Coughing Catfish*. Scholastic, 1995

Berenstain, Stan. *Berenstain Bears Don't Pollute (Anymore)*. Random, 1991

Boyle, Doe. *Earth Day Every Day*. Soundprints, 1993

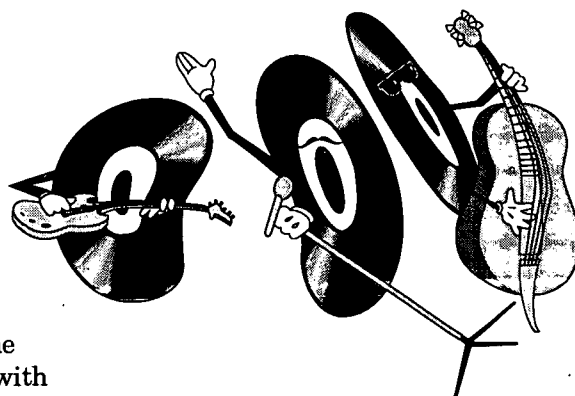
Bunting, Eve. *Someday a Tree*. Clarion, 1993

Carlson, Laurie. *EcoArt!* Williamson, 1993
 Cole, Babette. *Supermoo!* Putnam, 1992
 DePaola, Tomie. *Michael Bird-Boy*. Silver Burdett, 1988
 Fink, Joanne. *Jack, the Seal, and the Sea*. Silver Burdett, 1988
 Freeman, Don. *Seal and the Slick*. Viking, 1974
 Hurd, Edith. *Wilson's World*. Harper, 1971
 Javernick, Ellen. *What if Everybody Did That?* Children's, 1990
 Kalbacken, Joan. *Recycling*. Children's, 1991
 Kalman, Bobbie. *Buried in Garbage*. Crabtree, 1991
 Kohl, Mary Ann. *Good Earth Art*. Bright Ring, 1991
 Leedy, Loreen. *Great Trash Bash*. Holiday, 1991
 Lowery, Linda. *Earth Day*. Carolrhoda, 1991
 McDonnell, Janet. *Celebrating Earth Day*. Children's, 1994
 Martin, Bill. *Once There were Bluebirds*. Bowman, 1970
 Poppel, George. *Planet of Trash*. National, 1987
 Rand, Gloria. *Prince William*. Holt, 1992
 Schwartz, Linda. *Earth Book for Kids*. Learning Works, 1990
 Seuss, Dr. *Lorax*. Random, 1971
 Shulman, Jeffrey. *Gaylord Nelson: A Day for the Earth*. Twenty-first Century, 1992
 Van Allsburg, Chris. *Just a Dream*. Houghton Mifflin, 1990
 Wong, Ovid. *Hands-on Ecology*. Children's, 1991



Crafts

Put yourself in the mood for crafts and folk art traditions by looking over *Wisconsin Folk Art: A Sesquicentennial Celebration* by Robert T. Teske (Cedarburg Cultural Center, 1997), published in conjunction with the Wisconsin Folklife Festival and a traveling exhibition organized by the Cedarburg (WI) Cultural Center. It will help you enjoy a deeper understanding of the arts, and you may choose to share the book with older children.



In addition to the craft projects provided in this section, review the resource books described in the Introduction to this chapter. Additional crafts-related books suggested by your colleagues around the state are listed here.

Doney, Meryl. *Baskets*. Watts, 1997

A variety of basket styles from around the world are presented with information about the varied materials used; simple instructions for making several of them are provided.

Doney, Meryl. *Festivals*. Watts, 1997

A variety of well known festivals from around the world are introduced; instructions for related crafts include a dragon toy for the Chinese New Year, dancing wings for Mardi Gras, and a sugar skull for Halloween.

Doney, Meryl. *Games*. Watts, 1996

This is a history of games—ranging from marbles to chess—drawn from many countries. Maps show where each originated. Projects for making games are included.

Doney, Meryl. *Jewelry*. Watts, 1996

Examples of jewelry from around the world are described, from Italian trading beads to Chinese hair ornaments; instructions for making them are included.

Doney, Meryl. *Masks*. Watts, 1995

Part of the series *World Crafts*, this volume presents information and construction instructions for masks from various cultures.

Doney, Meryl. *Musical Instruments*. Watts, 1995

Step-by-step instructions are given for making a variety of musical instruments from around the world, including Mexican rhythm sticks and a paper prayer drum from India.

Doney, Meryl. *Papercraft*. Watts, 1997

Information is presented about the history of paper and how it has been used around the world accompanies directions for activities that include making different types of papers and objects such as flowers, trays, lanterns, and more from paper.

Doney, Meryl. *Puppets*. Watts, 1995

Puppet traditions from around the world are discussed and puppet-making instructions are included.

Doney, Meryl. *Textiles*. Watts, 1997

Varied types of fabric art from around the world are discussed along with the techniques used to create them; step-by-step instructions for related projects are provided.

Doney, Meryl. *Toys*. Watts, 1995

Toy making and doll making instructions are furnished together with descriptions of varied cultural traditions.

Gryski, Camilla. *Friendship Bracelets*. Kids Can, 1992

Clear, detailed instructions and diagrams are provided for making eight different bracelets (and variations). These bracelets, popular in several cultures, are made by knotting threads around each other. Scissors, a safety pin, and embroidery thread are required.

Hayden, Carla, ed. *Venture into Cultures: A Resource Book of Multicultural Materials and Programs*. American Library Association, 1992

Crafts and other activities are included for these ethnic groups: African American, Arabic, Asian, Hispanic, Jewish, Native American, and Persian.

MacLeod-Brudenell, Iain. *Costume Crafts*. Gareth Stevens, 1994

Information is given about such things as using paper to create a variety of costumes and planning accessories.

Papel Picado

The following information is based on an Internet posting from the Library Development Division, Texas State Library Archives Commission, August 24, 1998



Papel Picado means punched paper in Spanish. It is a traditional folk art used in Mexico to create colorful and intricate decorations for tables, windows, ceilings, altars, even banners for outdoor festivals. The designs may depict flowers, birds, angels, names, crosses, or any other kind of picture. During the Day of the Dead (Día de los Muertos) holiday on November 2nd, papel picado feature skeletons in a variety of poses.

Artisans study for many years to learn the techniques of papel picado, which in some villages are passed down from family members generation to generation. Originally, the designs were cut one at a time using scissors and took many hours to complete. Today, sharp chisels are used to cut through many layers of paper at one time, giving the artists the flexibility to change designs as often as they like.

To make papel picado, a paper pattern (patrón) is first drawn as a guide. The pattern is laid on top of as many as 50 sheets of colored tissue paper resting on top of a lead sheet. The design is cut out using a hammer and different sizes of chisels, allowing even the most delicate and intricate patterns to be rendered by the artist. Although traditional artisans prefer to use tissue paper when creating their designs, metallic papers and plastic also are used.

To learn more about papel picado and the art of paper cutting, visit these Web sites and look for these books in your local library

- http://www.art.unt.edu/ntieva/news/vol_7/issue3/96falp11.htm (The North Texas Institute for Educators on the Visual Arts newsletter)
- <http://www.web-net.com/cut-it-out/index.html> (Cut-It-Out® Online by Kathleen Trenchard)
- <http://www.latinousa.com/arte/papelpic.htm> (Latino USA, featuring artist Margaret Sosa)
- Carmichael, Elizabeth, and Chloe Sayer. *The Skeleton at the Feast: the Day of the Dead in Mexico*. University of Texas, 1992
- Jablonski, Ramona. *The Paper Cut-Out Design Book*. Stemmer, 1976
- Trenchard, Kathleen. *Mexican Papercutting: Simple Techniques for Creating Colorful Cut-Paper Projects*. Lark, 1998

Travel Journal

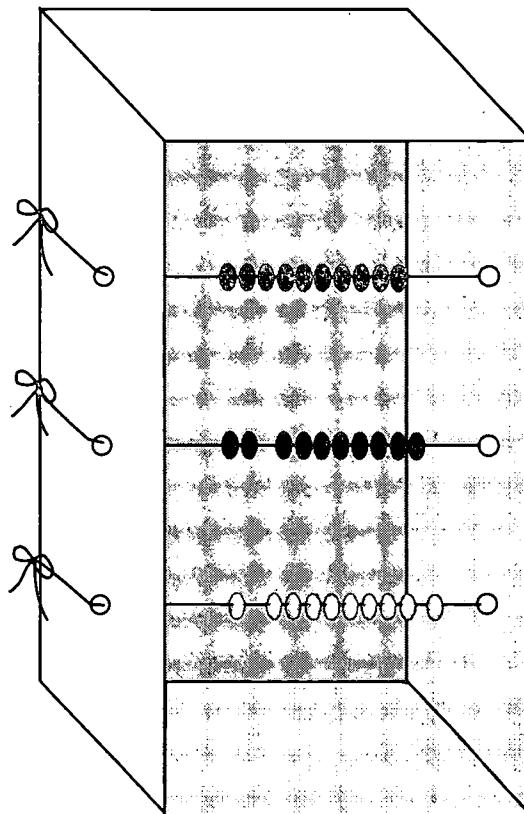
Make your own travel journal. Use brown paper grocery bags cut apart, brown paper from a roll, or wallpaper samples to make the covers. For the inside pages use blank newsprint. Glue on photographs or postcards from places you have visited; draw pictures, too, and write descriptive labels if you like. Alternatively, find pictures in old magazines of places you hope to visit someday and glue them into your book. (Old *National Geographic* magazines are a good source of pictures from all over the world. The magazines often can be found in family attics or given away free at garage sales.)

Abacus Activity

An abacus is a counting and calculating device used in ancient times across Asia and Europe; it is still used today in some parts of the world. Read *Eyes of the Dragon* by Margaret Leaf (Lothrop, Lee, 1987), a story about how an abacus was used to count the number of scales on a dragon.

The abacus pattern provided here is adapted from *Literature-Based Multicultural Activities: An Integrated Approach* by Mary Beth Spann (Scholastic, 1992). You will need a sturdy shoe box, 30 beads (ten each of three different colors), heavy string or yarn (cut in three sections each about 20" long), yarn needle, and marker.

With the shoe box in a vertical position, divide it into three sections. On the bottom interior of the box, mark the bottom section "ones," the middle section "tens," and the top section "hundreds." Use the yarn needle to mark and then punch holes across from one another on the sides of the box. Using the needle and a section of yarn, thread one color of beads on each of the three yarn pieces. Thread the ends of the yarn through the holes as shown and tie the ends tightly. To count, push the beads from left to right.

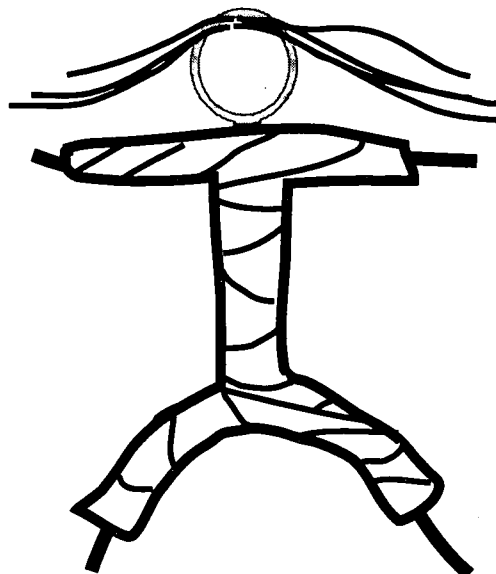
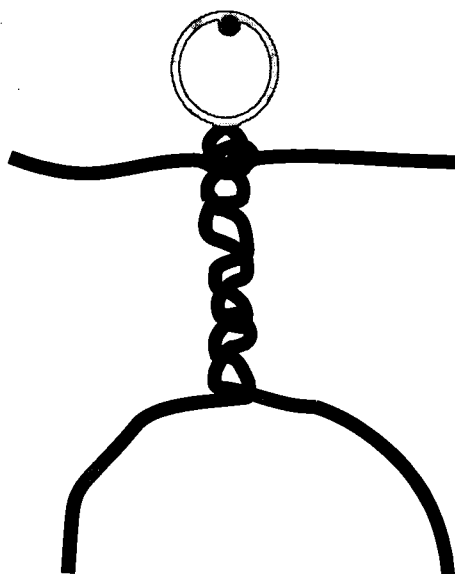
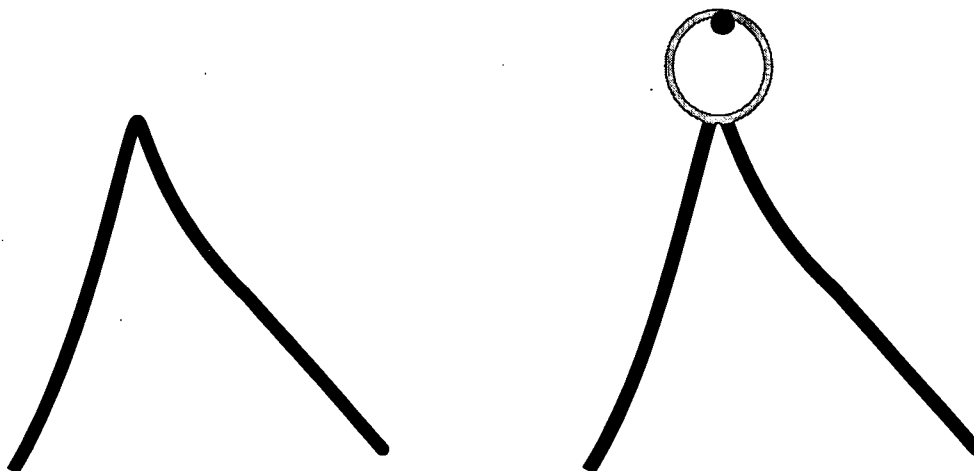


Worry Doll

According to Guatemalan legend, if you have a problem you can tell it to a worry doll. Put the doll under your pillow and while you sleep the doll will take your worry away. The dolls are sometimes exchanged as gifts, used as pins, or hung on necklaces.

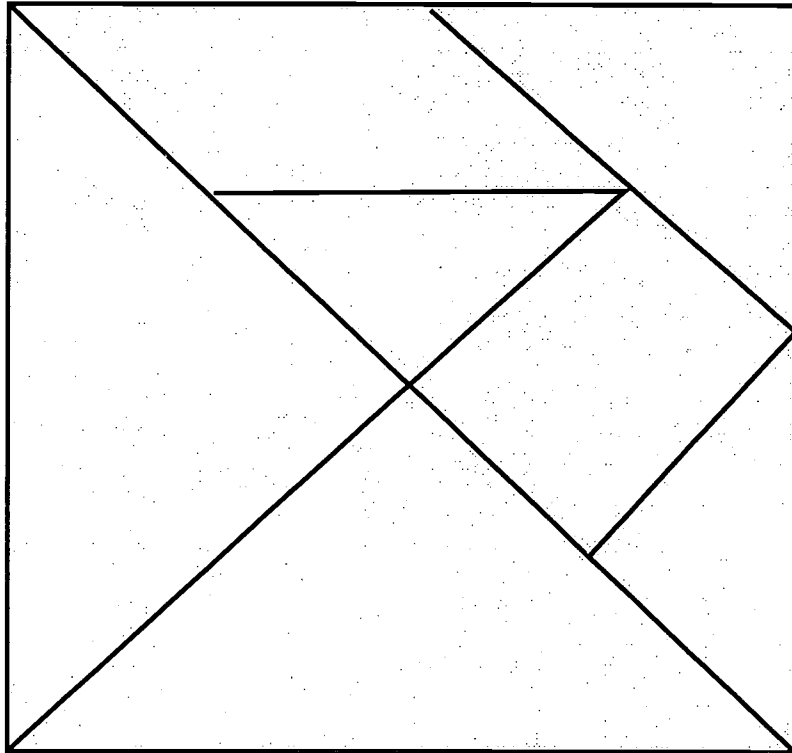
You will need pipe cleaners or chenille stems; woolen yarn, thin strips of fabric, or heavy string in various colors; wooden beads for heads; craft glue; and markers.

Bend your longest stem in half; thread the bead (the head) to the midpoint and twist the stem firmly beneath it. Twist the remainder of the stem around itself to form the torso, separating the ends to make the legs. Wrap a shorter piece of stem just below the head to form the arms. Lightly glue the legs; wrap fabric strips or yarn up around one leg and down the other. Repeat, using a different color, for the arms—wrapping from one arm across the body and down the other arm. Wrap the torso as well. Use glue as needed. Glue on yarn hair if desired. Draw a face on the bead.



Tangram Shapes

Cut these shapes apart and see what animals and other designs you can create with the pieces. Give a set of pieces to friends and see if they can copy your tangram picture.

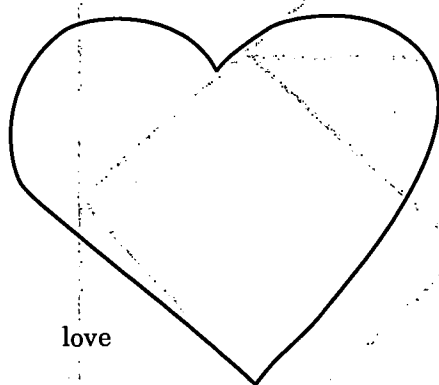


Adinkra Stamps

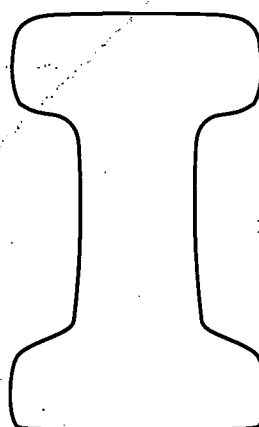
Adinkra cloth originated in Ghana. Fabric designs are made from symbols stamped on the cloth in squares of pattern. Among Adinkra symbols with special meaning are the heart (love), paddle (strength), drum (rhythm), flower (faith), and moon (patience).

The patterns and instructions given here are printed with permission from *The Kids' Multicultural Art Book* by Alexandra Terzian (Williamson, 1993). You will need brand new kitchen sponges, scrap paper, tempera paints, paper plate, dark-colored felt tip pens, dark-colored markers, pencil, small and large scissors, and a roll of brown paper or butcher paper.

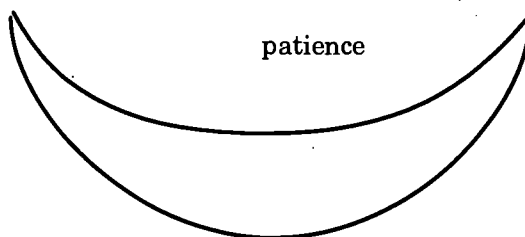
Trace the patterns onto scrap paper. Place a paper pattern on a sponge; use the felt tip pen to dot trace around it. Cut around the dots with large scissors. Squeeze some tempera paint on the paper plate. Dip the sponge into the paint and begin stamping on pieces of the paper roll. Group the stamped designs in squares and outline the squares with the marker. Allow paint to dry thoroughly. Use the paper as a wall hanging or as gift wrap.



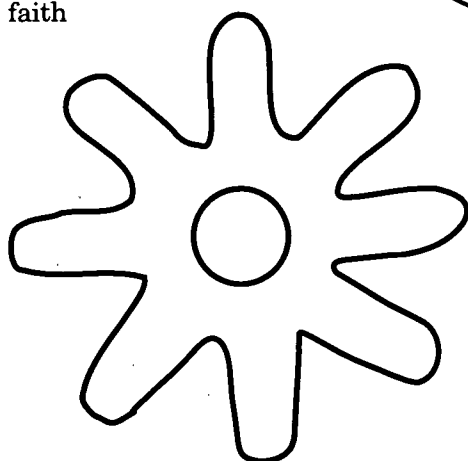
love



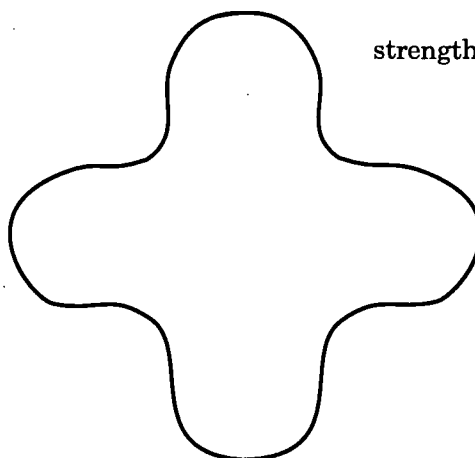
rhythm



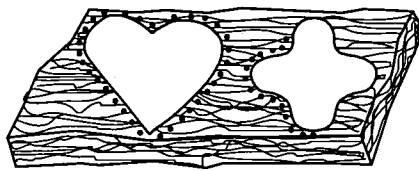
patience



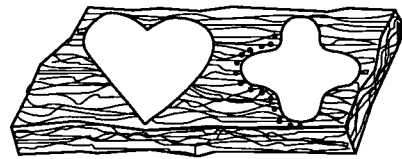
faith



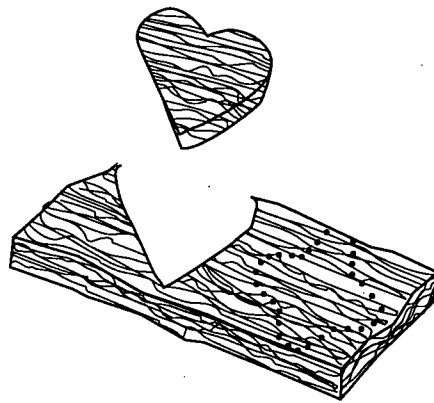
strength



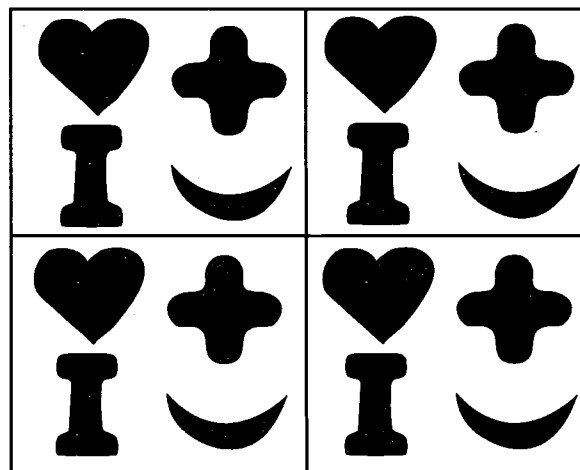
Sponge



Dot trace patterns.



Ask an older helper to cut with larger scissors.



Dip sponge stamp into paint. Repeat to create pattern. Use a marker to outline.

Oriental Paper Lanterns

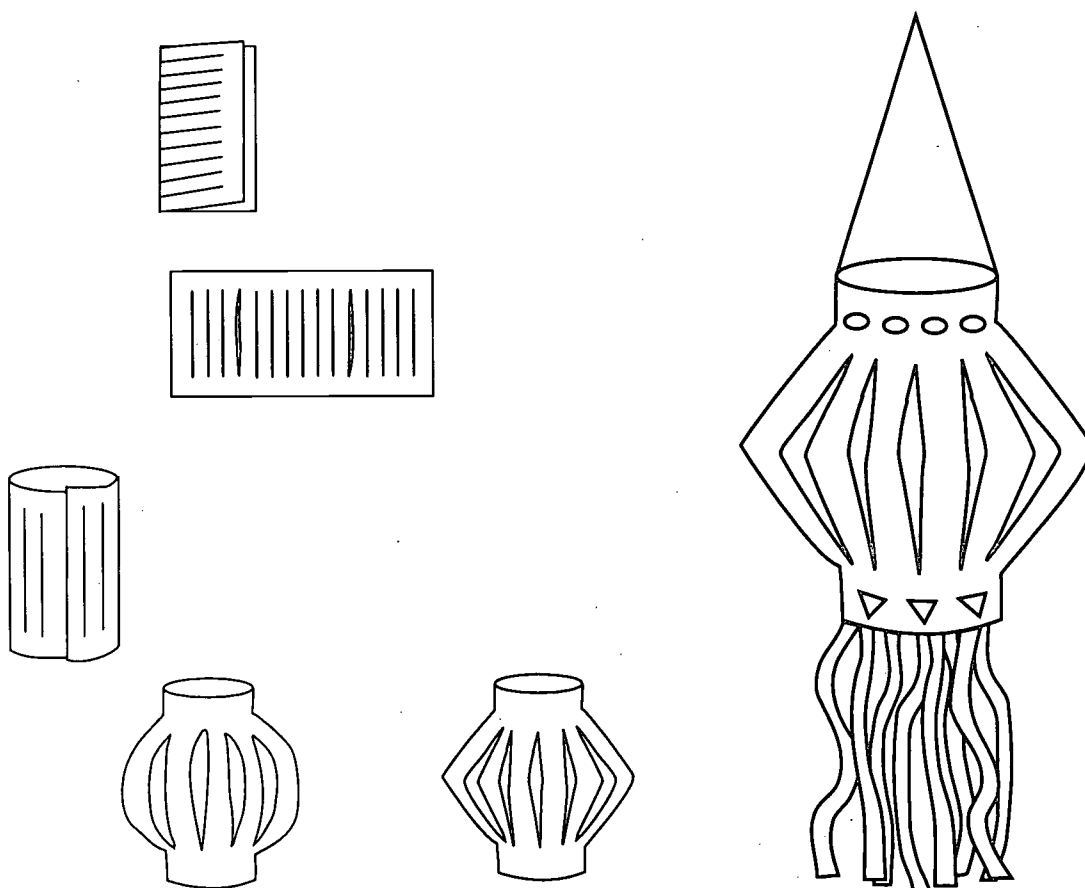
Lanterns are popular in Chinese and Japanese celebrations. As you work on this craft project, have someone read aloud from *Chinese Mother Goose Rhymes* by Robert Wyndham (Philomel, 1968); its verses are based on traditional Chinese nursery rhymes, riddles, and games.

To make the lanterns, you will need sheets of construction paper in various colors (8.5" x 11"), yellow tissue paper, felt-tip pens or tempera paints, brushes and containers for water, scissors, glue, pencils, and stapler.

Using felt-tip pens or paint, add colorful designs to a sheet of construction paper. Allow to dry thoroughly before going on with the next steps.

Fold paper in half lengthwise, keeping the designs on the outside. With pencil, lightly draw a one-inch margin along the open edge. Keep the paper folded and, starting an inch in from each end, make evenly spaced cuts from the folded side across to the penciled margin.

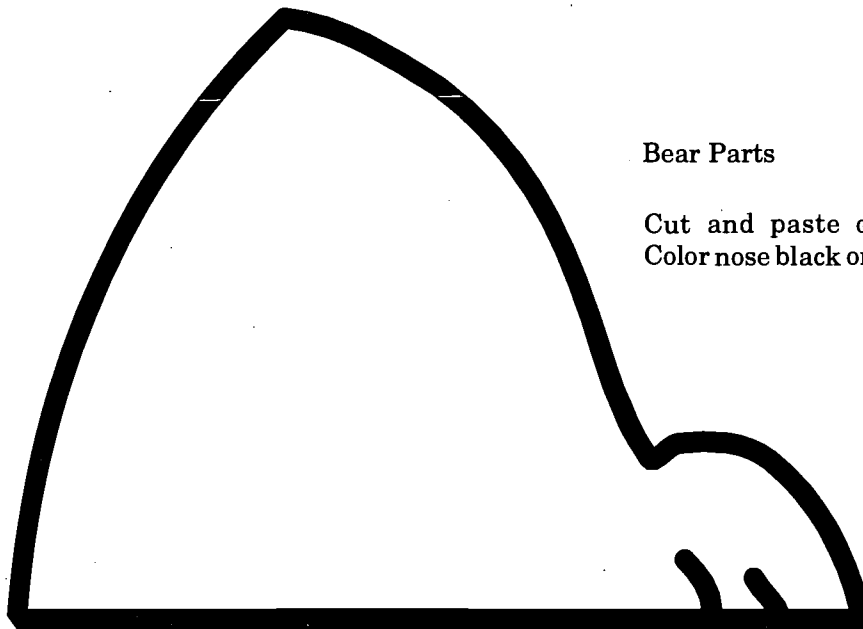
Cut a sheet of yellow tissue paper approximately 1/2 inch smaller than the construction paper sheet. (When the lantern is finished, the yellow tissue paper will give the appearance of candlelight inside.) Flatten the folded construction paper and on the inside add a thin line of glue around all four sides. Gently place the tissue paper on top of this and let the glue dry for a few minutes. Bring the two ends of paper around to form a cylindrical lantern, then staple (or glue) the edges together. Cut a strip of construction paper and staple or glue it to the lantern top to form a handle.



Sleeping Polar Bear Toy

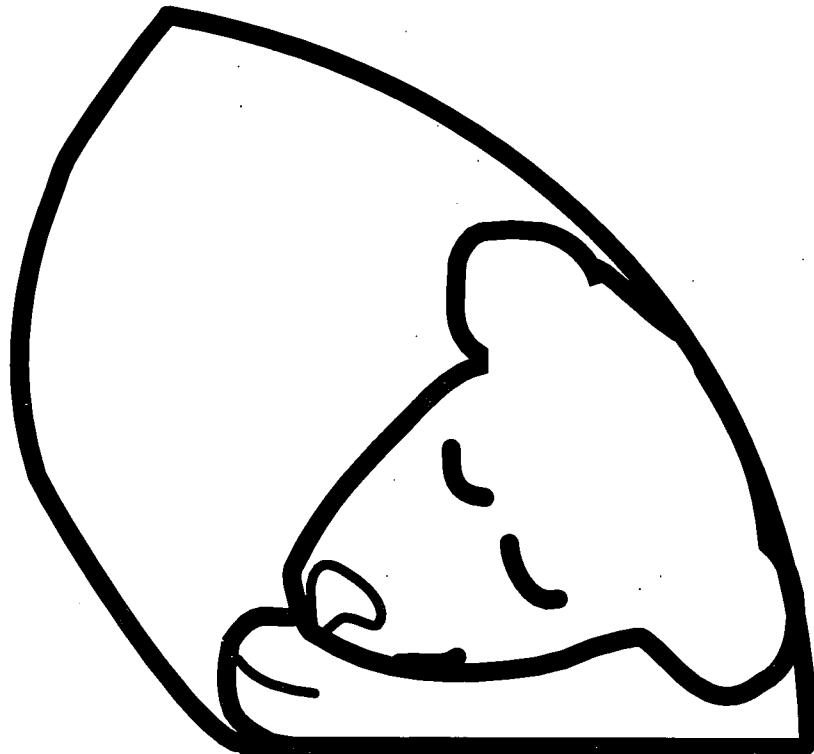
Cool off with this cool bear! This craft is adapted from the 1997 Cooperative Summer Library Program manual *Thrills and Chills at the Library*. You will need white paper plates, plastic grocery bags or old newspapers, glue, stapler, and bearish features cut from white construction paper using the patterns given here.

Fold paper plate so that it stands up like a flat-bottomed taco shell. Crumple plastic bags or newspapers to fill the center space and staple the edges securely. Glue on bearish features. Add eyes and nose with a marker, or glue on a pompom for the nose.

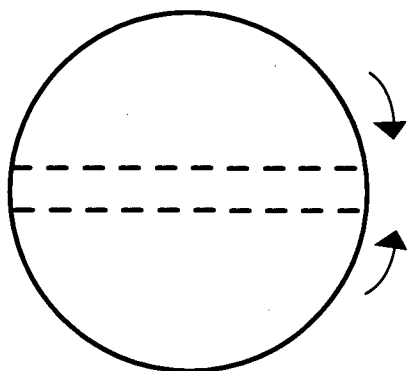


Bear Parts

Cut and paste onto paper plate.
Color nose black or glue on pom-pom.



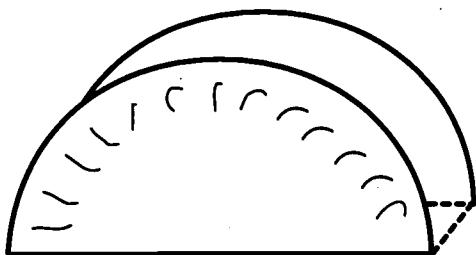
9 inch paper plate



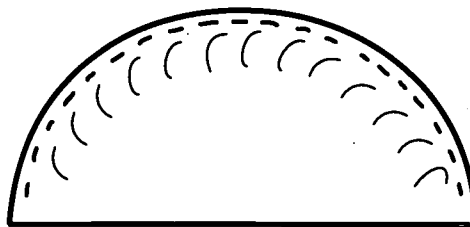
Fold 4 inches down.

1 inch center is flat.

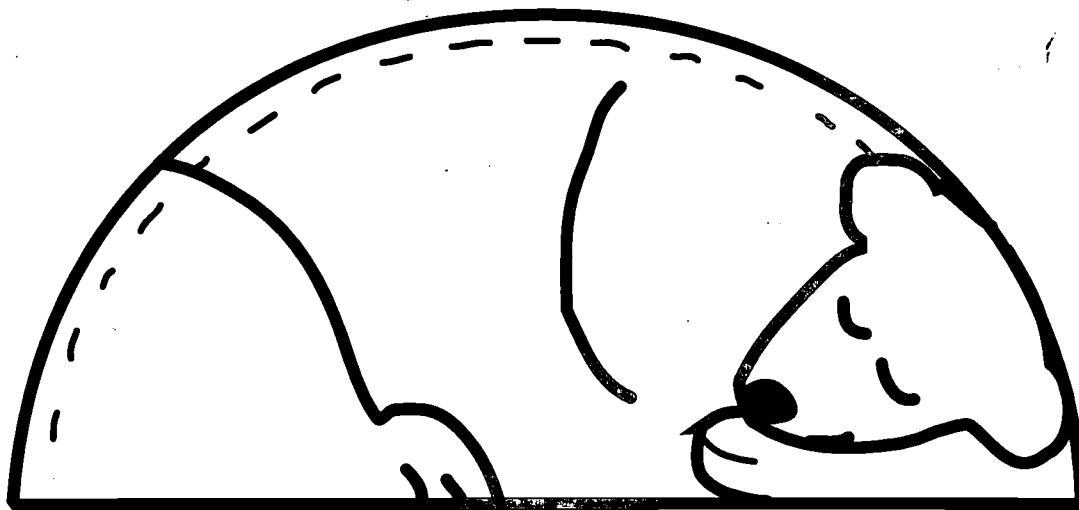
Fold 4 inches up.



Fold.



Fill and staple closed.



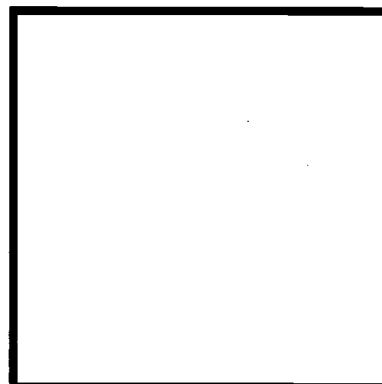
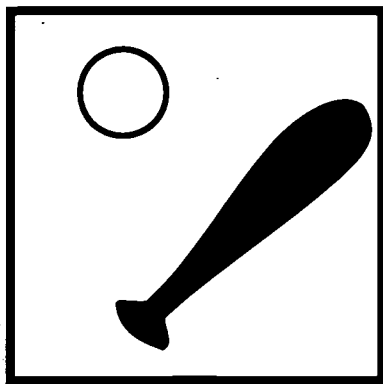
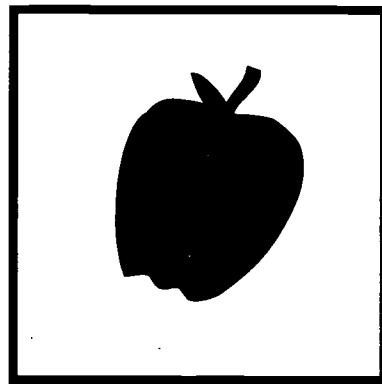
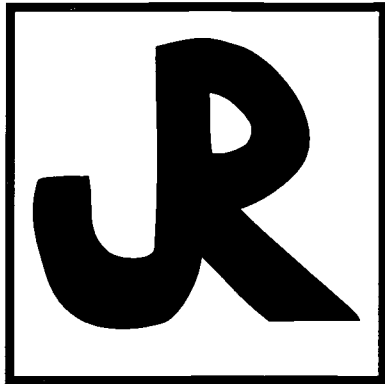
Glue bear parts to one side of plate.

Unique Signatures

In several Asian cultures people stamp their names on their writing and artwork. These stamps are called *chops*. They are small squares, usually carved from soapstone.

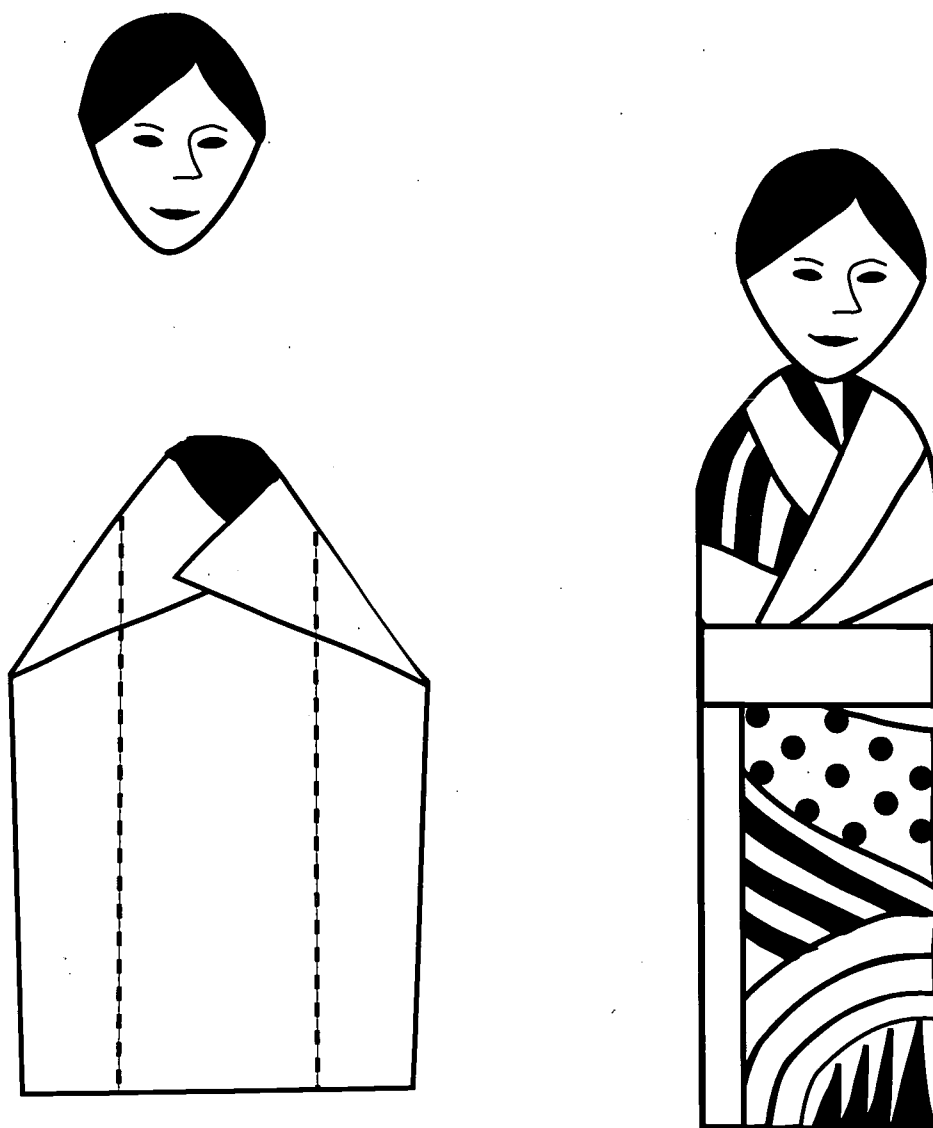
You can design your own *chop* and carve it from styrofoam, sponge, or artgum eraser. Practice inking it with tempera paint then stamping it on paper to use as stationery or to sign a drawing you have made.

Here are some sample designs. The first is made from the initials of this manual's author. The second could be for a person whose name is McIntosh. The third could be for someone who likes baseball. Use your imagination to create a design you would like for your personal signature.



Japanese Doll Bookmark

This doll wears a robe based on the traditional Japanese kimono. Cut a piece of gift wrap or wallpaper sample into a 3" x 5" rectangle. Fold to make a kimono as shown in the illustration below. Use the pattern shown for the head and glue it to a flat wooden toothpick; glue the pick securely into the neck of the kimono. Make an obi (sash) for the doll out of contrasting paper or ribbon.



Origami Bookmark

- Begin with a square piece of colorful paper about 4" x 4."
- Fold it in half along the dotted lines to produce crease lines. Unfold. (See figure 1)
- Fold three corners to the center. (See figure 2)
- Fold in half from top to bottom. Fold again from right to left. (See figure 3)
- Tuck the remaining corner into the pocket that lies nearest to you. (See figure 4)

The finished bookmark (figure 5) fits over the corner of a page.

Figure 1

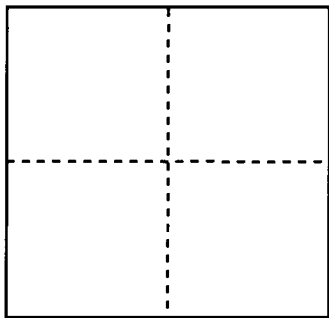


Figure 2

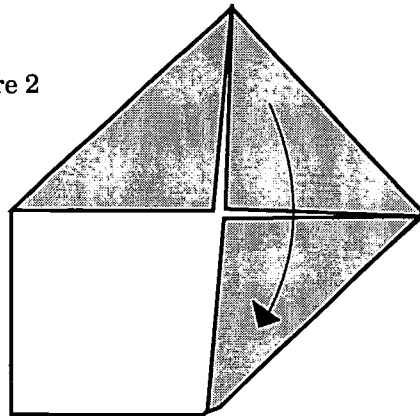


Figure 3

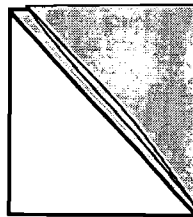
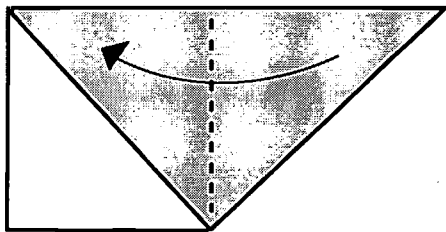
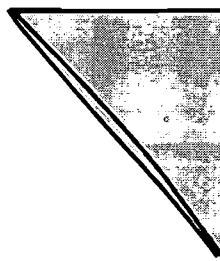


Figure 4

Figure 5



Japanese Folding Screen

Japanese artists have made beautifully decorated large screens for hundreds of years. Miniature table-top folding screens also are popular. Use the instructions given here to make your own folding screen to hold some favorite photographs. These instructions are printed with permission from *The Kids' Multicultural Art Book* by Alexandra Terzian (Williamson, 1993).

You will need two pieces of white poster board (9" x 12"), four photographs, a selection of colored markers, pencil, tape, glue, and scissors.

1. Fold one piece of poster board in half (figure 1). Fold one side in half toward the back fold as shown (figure 2). Flip the poster board over, and fold the other side in half toward the back fold. You will have accordion-style folded panels (figure 3)
2. Take one of the folded pieces, and draw shapes in each of the four panels. Cut them out to make four openings (figure 4).
3. Tape a photo over each opening, making sure the photo is larger than the opening and is centered (figure 5).
4. To make a stronger backing, glue the other piece of folded poster board to the back of the first one. Press the two together firmly. Refold the screen to get the creases back.
5. Lay the screen on a table and use colored markers to decorate it. Many Japanese screens are decorated with flowers, but you may choose whatever designs you like. (See the example in figure 6.)

Figure 1 Fold in half.

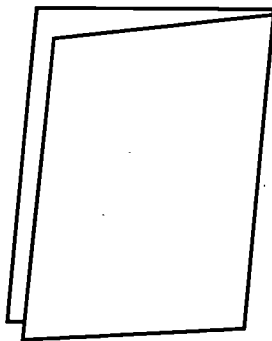
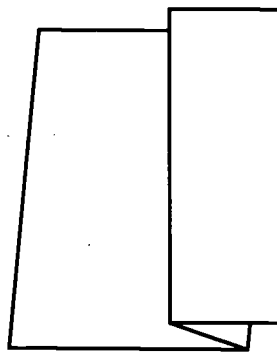
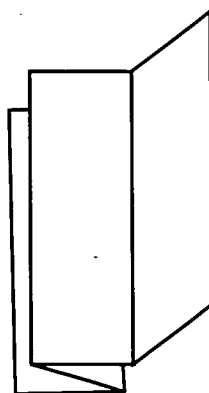


Figure 2



Fold half toward back fold.

Figure 3



Flip over and fold half toward center fold.

Figure 4

Draw and cut out 4 shapes.

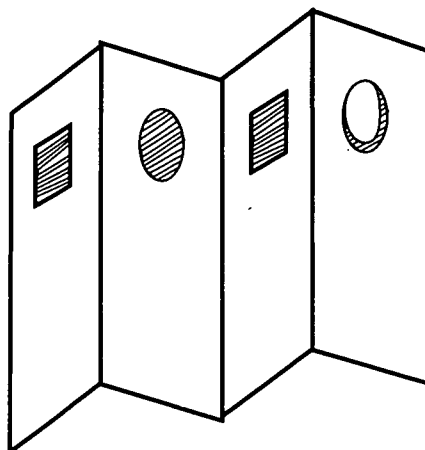
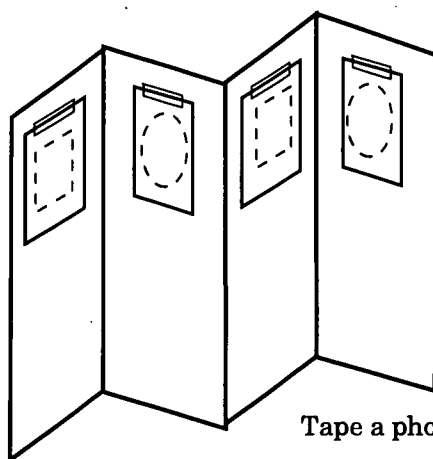


Figure 5



Tape a photo over each opening on back.

Figure 6

Decorate front with markers



Vietnamese Wall Hanging

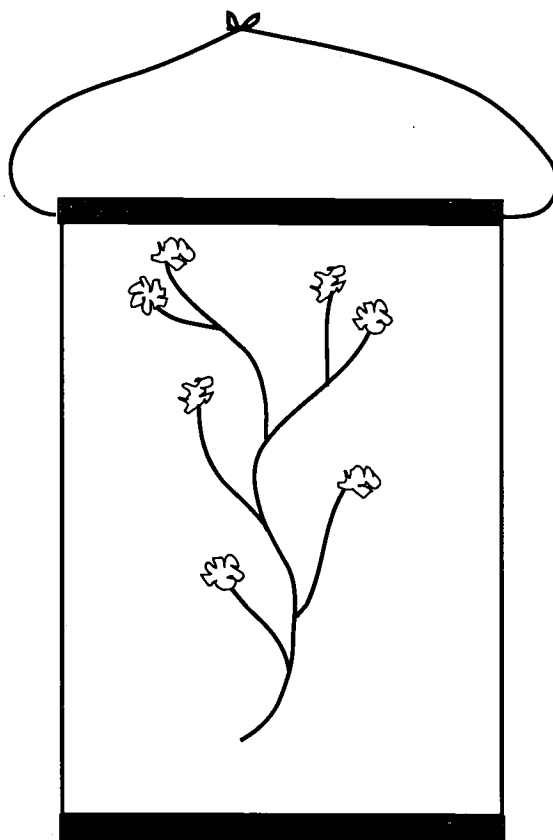
The delicate spring blossom in this project is a symbol of the Vietnamese New Year. You will need white construction paper (12" x 6"), 2" squares of pastel tissue paper, black construction paper (3" x 6"), black yarn or heavy string cut into 16" pieces, black tempera paint (and a spoon if the paint is not in a squeezable dispenser), plastic drinking straw, glue, and scissors.

Pour a small amount of paint (about the size of a quarter) near the bottom of a sheet of white construction paper. Using the straw, blow the paint gently so that it moves up the sheet to within an inch or so of the top. This makes a branch with some twigs.

While the paint is drying, cut out about a dozen 2" squares of tissue paper and give them a slight twist to form blossoms. When the paint is dry, glue the blossoms to the twigs and branch.

Fold the black construction paper in half lengthwise. Glue one half to the top back of the hanging. Place the yarn across the top of the hanging making sure it extends equally from each side. Run a line of glue along the top of the white paper then fold the other half of the black paper over it and press down firmly. This makes a border.

When the glue is dry, bring the yarn ends together and tie them into a knot. If you wish, you may glue another black border at the bottom of the hanging.



Latin American Paper Flowers

To make these flowers you will need tissue paper in a variety of colors, pipe cleaners, and scissors. Cut tissue paper into circles of various sizes using the full-size patterns shown as figure 1. Assemble the flowers as shown here. These patterns and instructions are printed with permission from *The Kids' Multicultural Art Book* by Alexandra Terzian (Williamson, 1993).

As you make flowers, have someone read aloud from *Tortillitas para mama: And Other Spanish Nursery Rhymes* by Barbara Cooney (Holt, 1981). The rhymes and songs were collected in Spanish communities in North and South America and are presented in both Spanish and English.

Figure 1

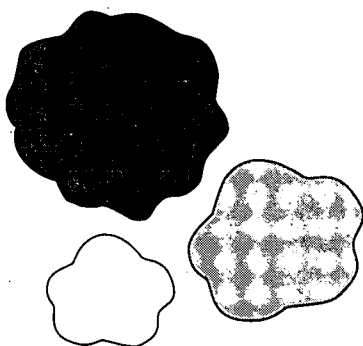
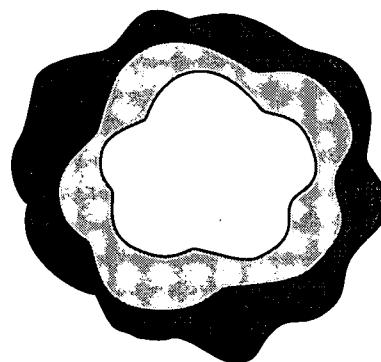


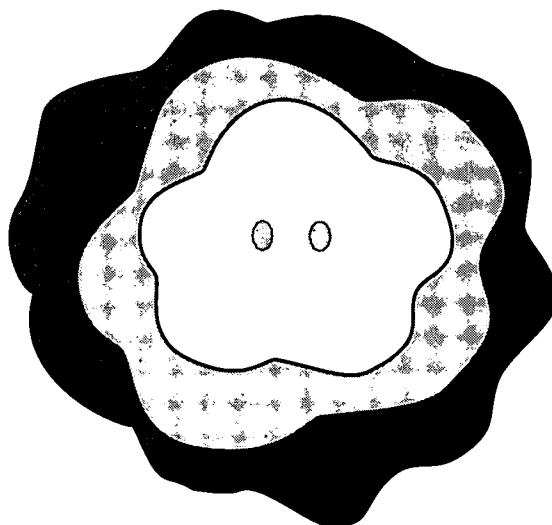
Figure 2

Layer pieces form large to small



Cut out different sizes and colors of tissue paper.

Figure 3
Poke 2 holes.



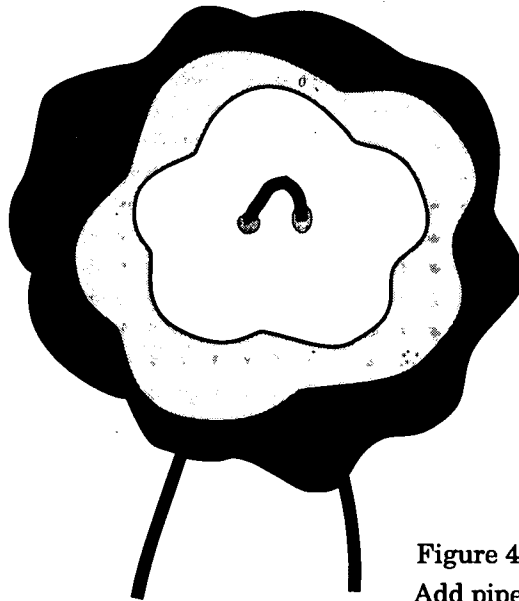


Figure 4
Add pipe cleaner. Even ends.

Figure 5
Finished paper flower.



Twist together to make stem.

Mexican Piñata

Here is a simple way to make a piñata from a paper bag! Have fun with it at your next party! You will need 2 paper bags, colored tissue paper, scissors, tape, glue, and a piece of rope about 8' long. And you will need wrapped candy pieces to place inside the piñata plus confetti, uninflated balloons, and other small items you choose.

1. Put one bag inside the other. This adds strength so the piñata is harder to break.
2. Fill the bag with candy, confetti, etc.
3. Fold the top of the bag down; staple or tape it closed around the end of the rope (figure 1).
4. Decorate the bag. One simple way is to cover it with tissue paper fringe (figure 2).
5. Glue the fringe all over the bag (figure 3) or make up your own style of colorful decorating.
6. Suspend the piñata from a tree limb or ceiling beam using the other end of the rope.
7. Blindfold friends one at a time and let them try to break the piñata with the end of a broom so that all party guests can share the treats that will tumble out

Figure 1

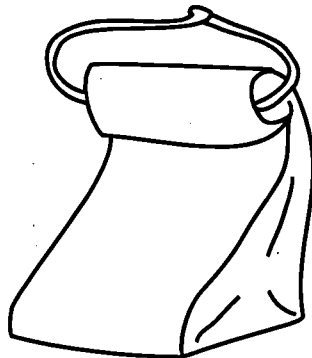
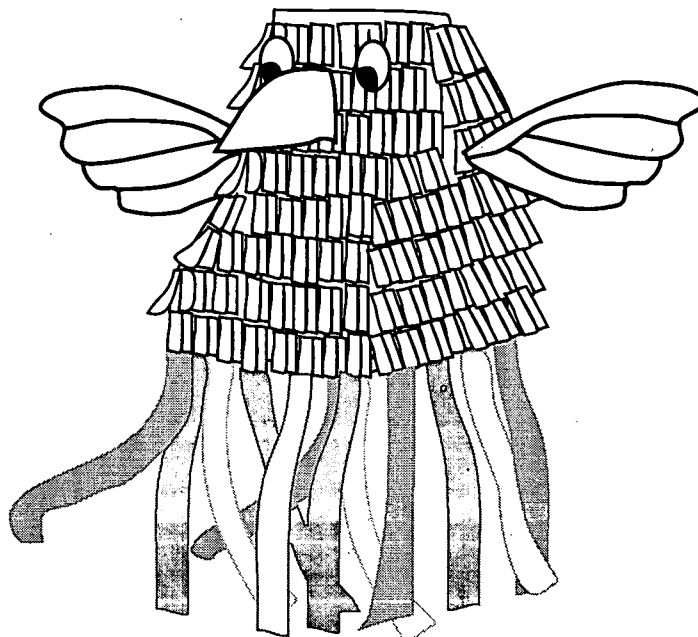
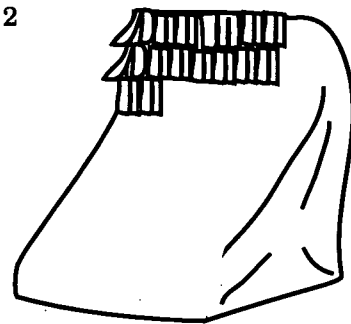
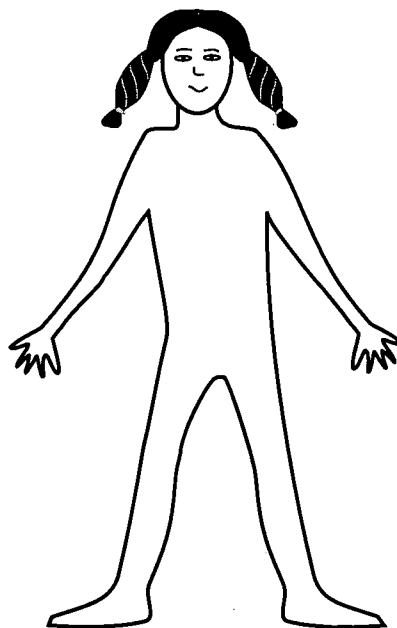
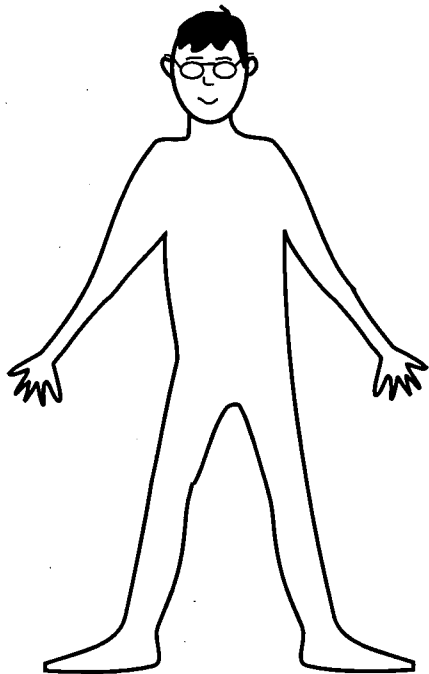


Figure 2

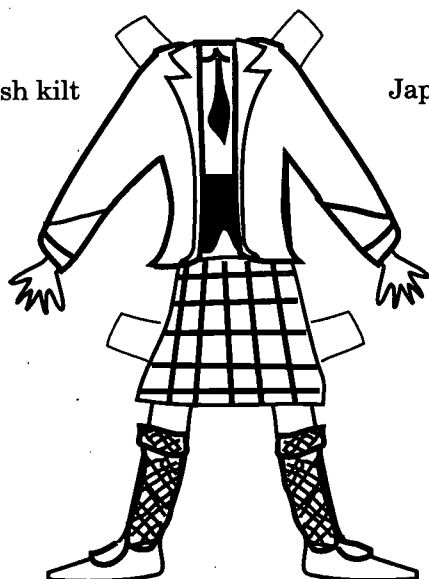


Paper Dolls and Costumes Representing Various Countries

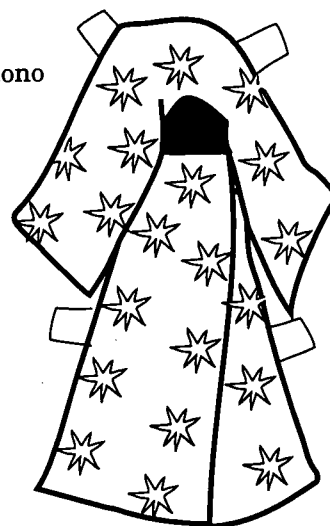
Color and cut out these dolls and costumes. Enjoy reading books about the countries they represent.



Scottish kilt



Japanese kimono



Moroccan jellaba

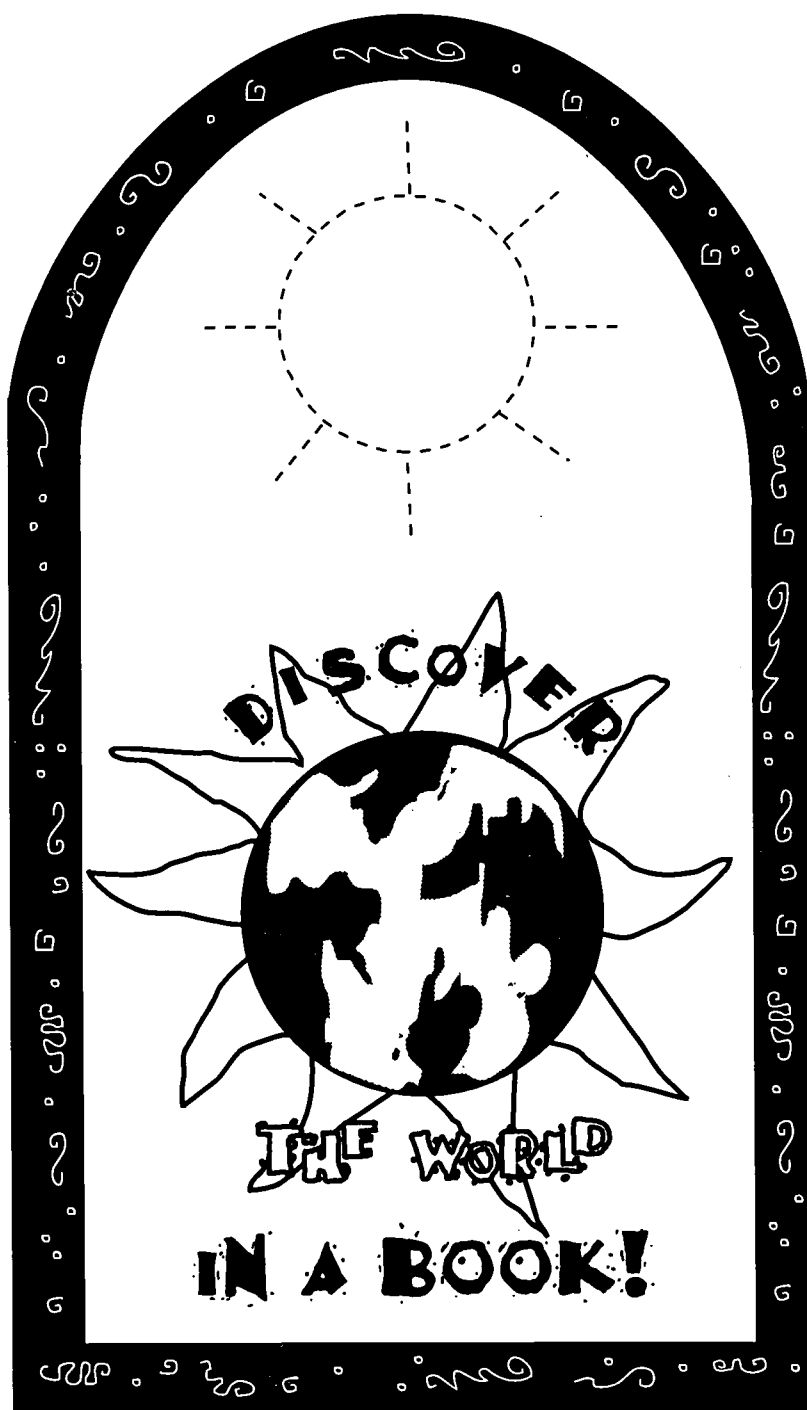


Dutch dress, shoes, and hat



Door Hanger

Color, cut along dottedlines so that this can hang on your bedroom door.



CHAPTER

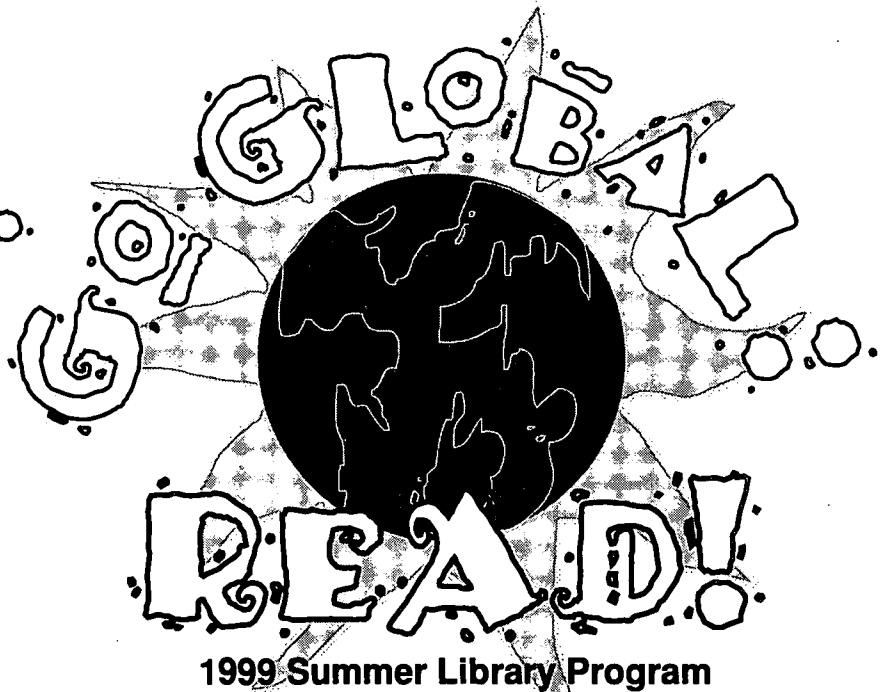
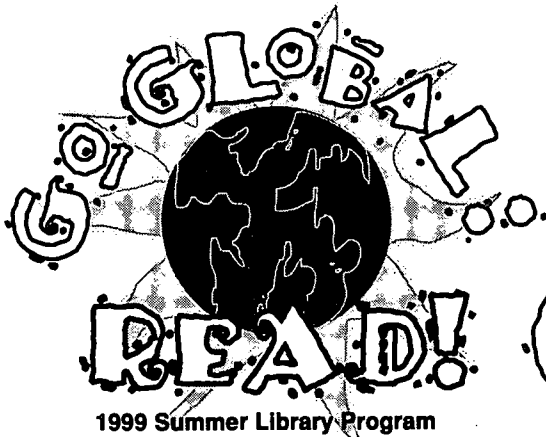


FOUR

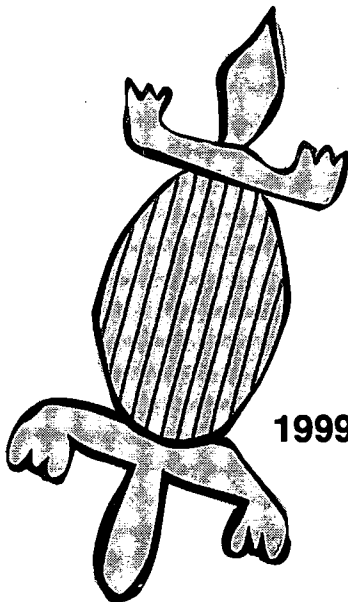
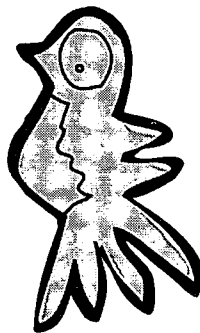
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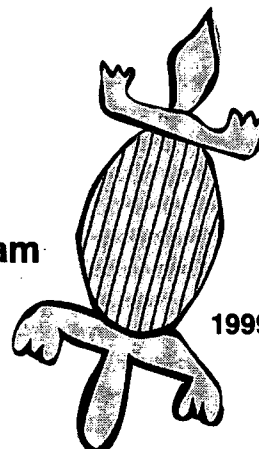
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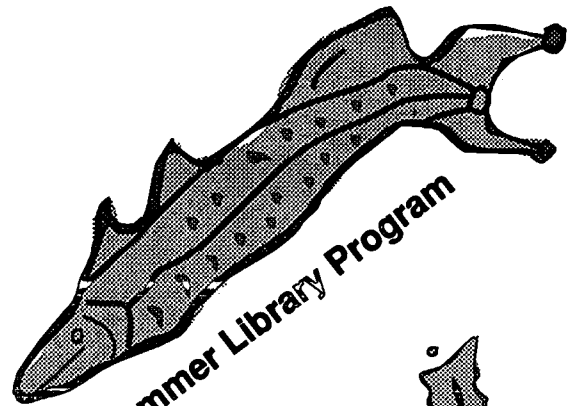
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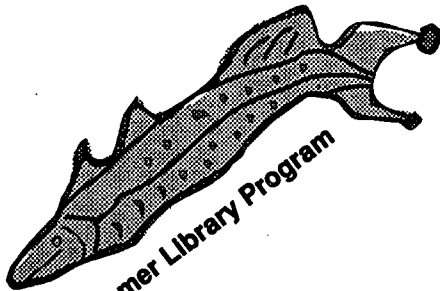
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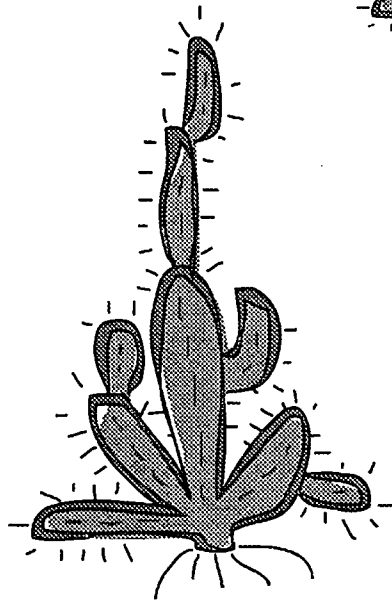
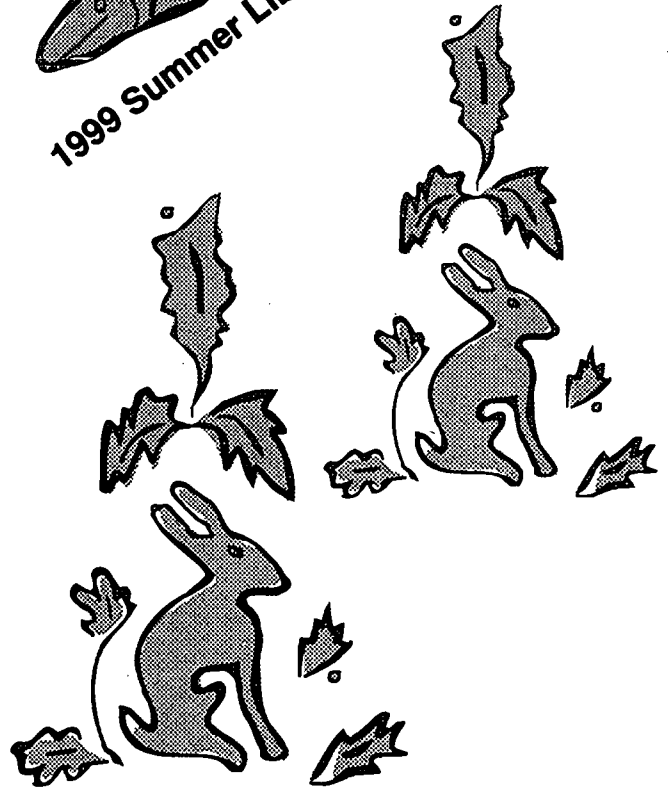
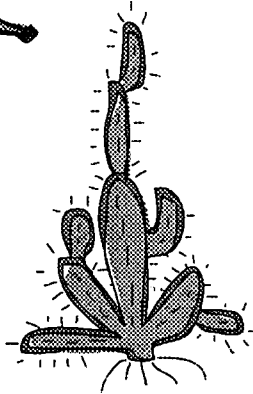
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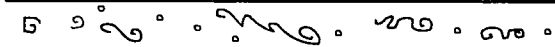


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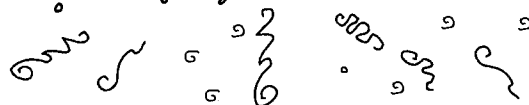


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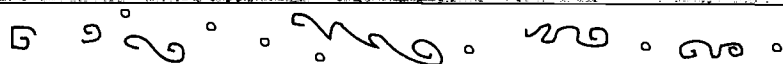
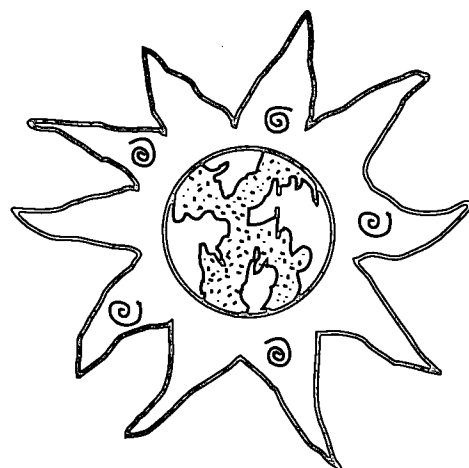
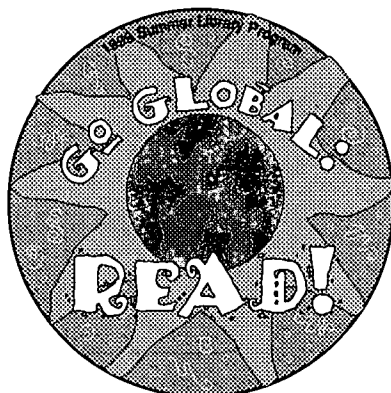
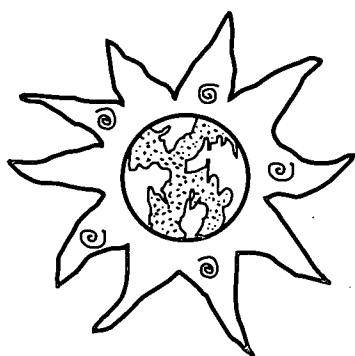
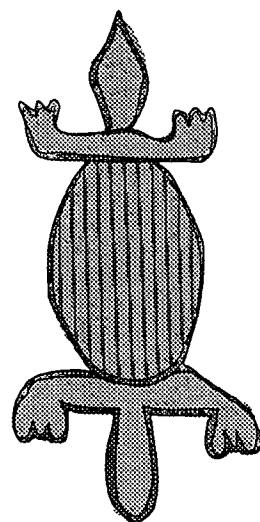
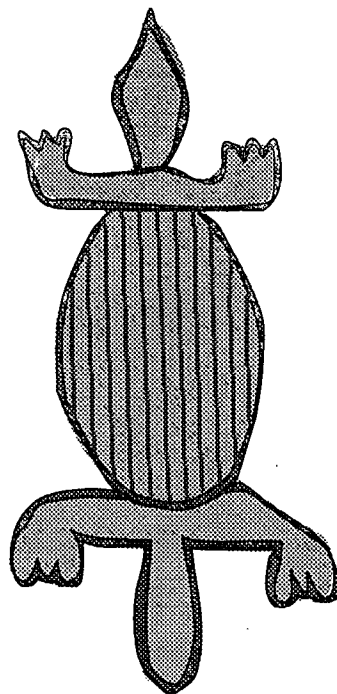




GO GLOBAL: READ!



1999 Summer Library Program

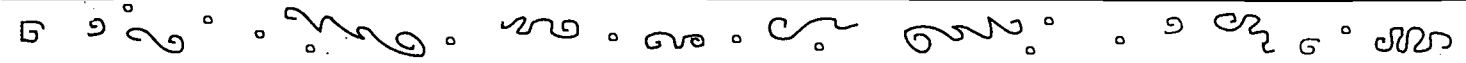



GO GLOBAL:

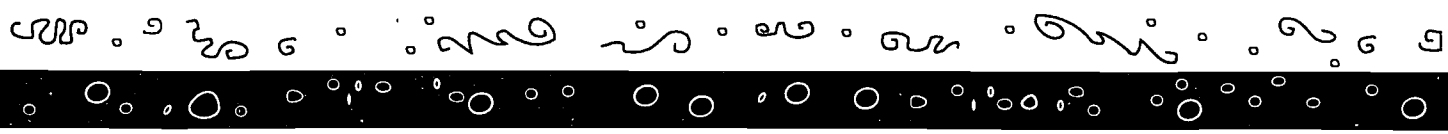
READ!



1999 Summer Library Program



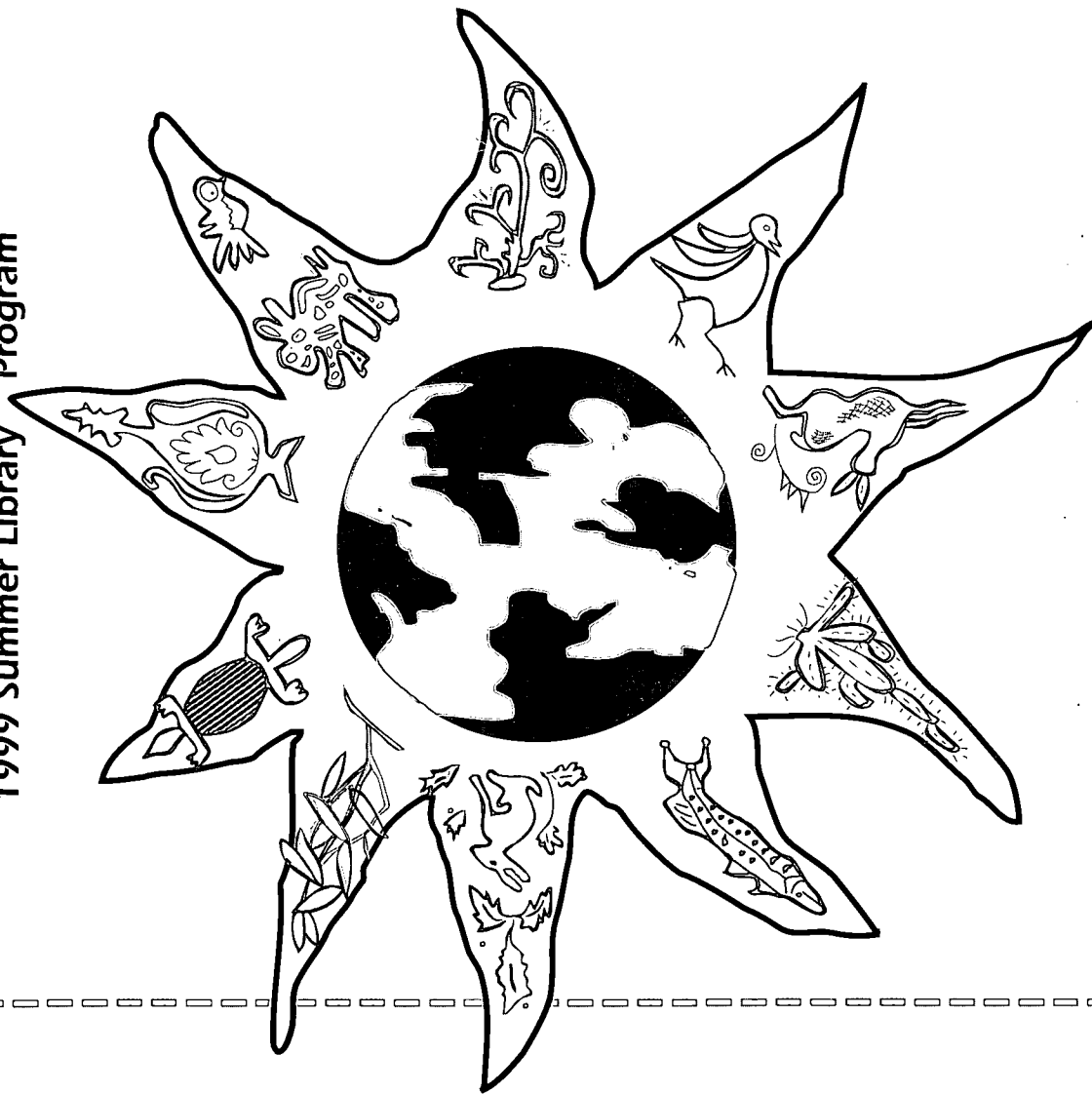
MORE TITLES

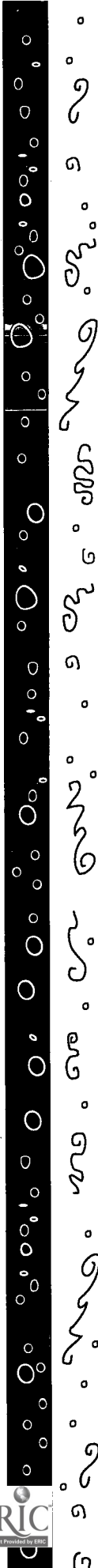


Use the graphic design on the other half of this page as the cover for a Young Adult reading record. It will fit on a vertically folded 8 1/2" by 11" piece of paper. Block out these instructions when you reproduce the design! For the interior of the folder, use either the time-read or titles-read design provided on the next page.

GO GLOBAL: READ!

1999 Summer Library Program





GO GLOBAL: READ

1999 Summer Library Program

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

Name _____ 168

GO GLOBAL: READ

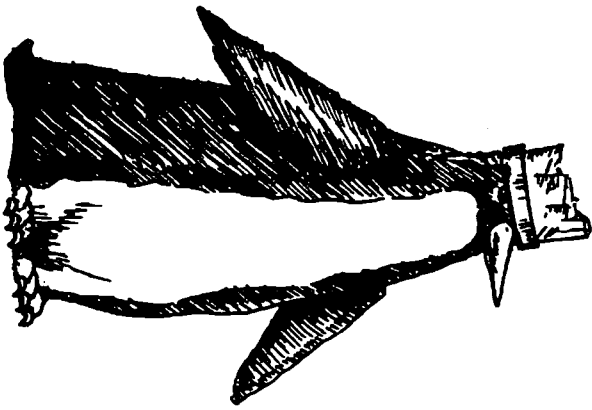
1999 Summer Library Program

1 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____	2 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____
3 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____	4 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____
5 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____	6 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____
7 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____	8 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____
9 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____	10 15 min. _____ 30 min. _____ 45 min. _____ 60 min. _____

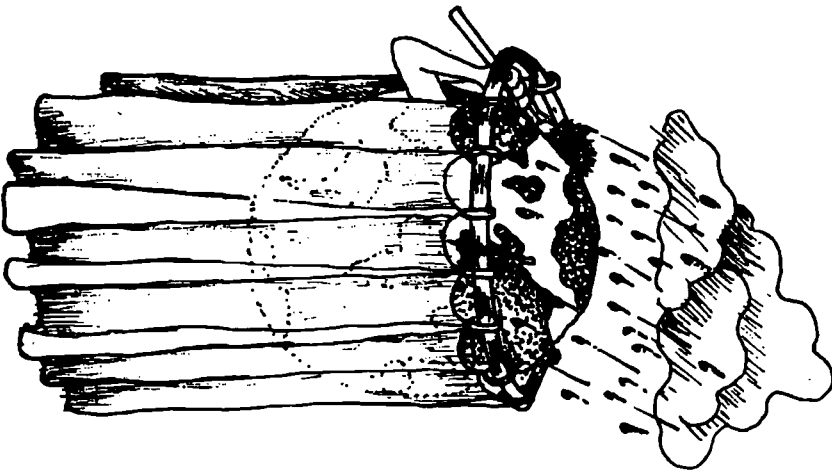
Name: _____

Age: _____ 169

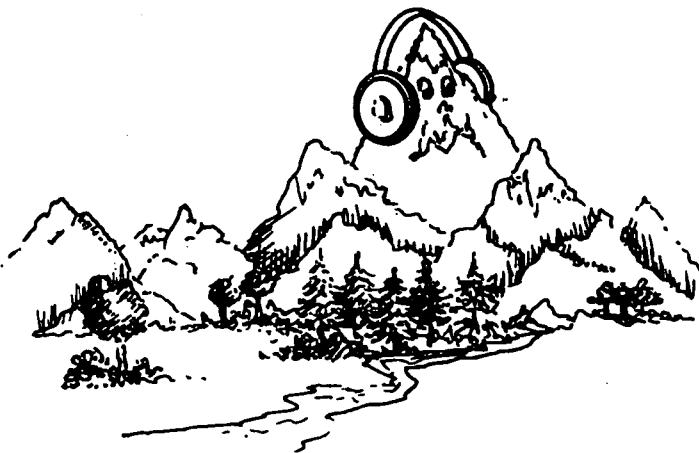
**What do
penguins
wear to
keep their
heads
warm?**



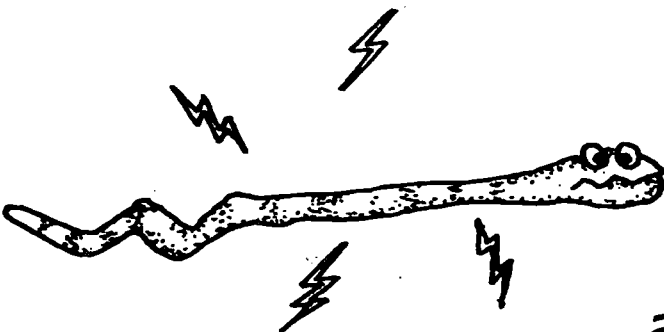
**When is the
earth
cleanest?**



**What kind of
music do
mountains like
best?**



**What happens
to electric eels
after an earthquake?**



**They
get shock
waves.**

**GO
GLOBAL:
READ!**

1999 Summer
library program

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From the
South Central Library System

171

**Rock
music.**

**GO
GLOBAL:
READ!**

1999 Summer
library program

From the
South Central Library System

**Right
after it
showers.**

**GO
GLOBAL:
READ!**

1999 Summer
library program

From the
South Central Library System

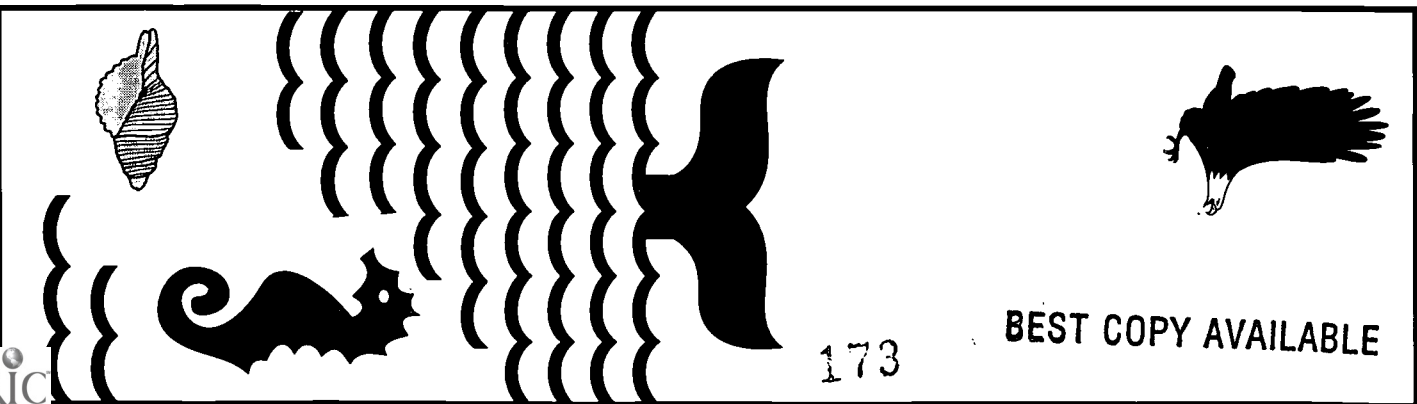
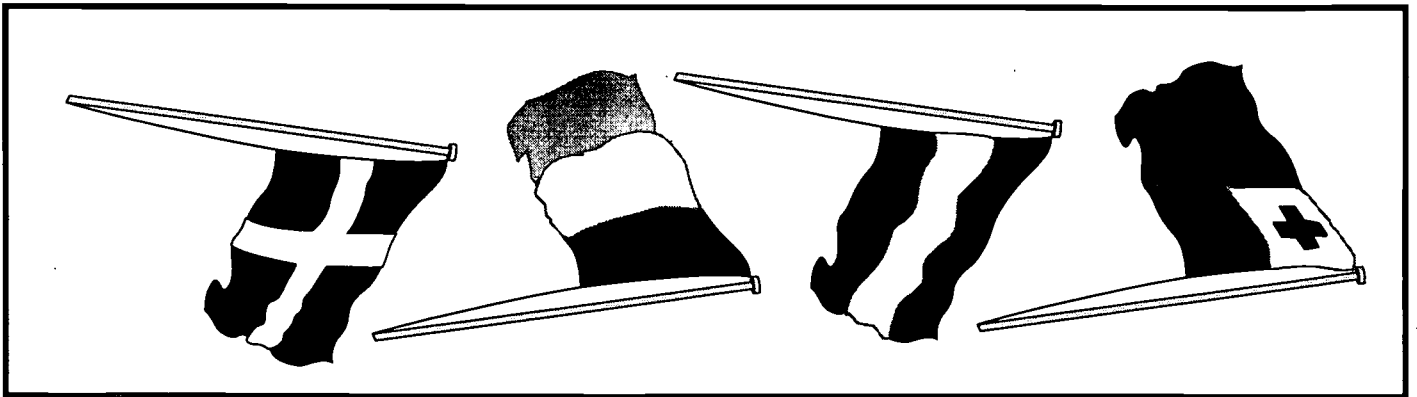
**Polar
ice
caps.**

**GO
GLOBAL:
READ!**

1999 Summer
library program

From the
South Central Library System

172



CE—<http://www.info-e-usa.org/navigation.htm>
Good site for kids to learn more about French customs, language, history & its people.

CANADA—
<http://www.cdnebb.washdc.org/mainmenu/menu.html>
Has a good page on the symbols of Canada and their history.

AUSTRALIA—
<http://www.austemb.org/faqs.htm>
Good use of visuals to help guide users to what they want to learn. Also good FAQs page.

GERMANY—
<http://www.germany-info.org/>
All kinds of information on travel, government, history, sports & culture.

INDIA—
<http://www.tourindia.com/menu1.htm>
A site that will give kids information on a country they may know little about.

DENMARK—
<http://www.denmarkkemb.org/index.html>
This site has a very good history and culture page covering everything you want to know about Denmark.

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There are many other countries with their embassies in the U.S. You can search for others through Yahoo!igans.

Flag of the United States of America—<http://www.usflag.org/>
This site is dedicated to the U.S. flag, its history, national emblem

Flags of the World—<http://cliffie.nosc.mil/~NAFLAG/index.html> This newer site has a comprehensive listing of world and U.S. flags and large color pictures of each.

E-Conflict—
<http://www.emulateme.com/>
This is a great world encyclopedia of the nations where you can find anthems, flags and maps.

International Marine Signal Flags—<http://155.187.10.12/flags/signal-flags.html> This site is a countries to choose from to see their maritime flags and links to explanations of each.

Flags of the World—<http://fotw.digibel.be/flags/>
This site allows you to search by country or map location. Includes flag flying days, flag vernacular, and more.

Yahooligans! Directory: Country Flags—
http://www.yahooligans.com/School_Bell/Social_Studies/Flags/Country_Flags/
A list of each country—has selected the best reference source for that flag.

EE-Link: Endangered Species—
<http://www.oplin.lib.oh.us/EDUCATE/SUBJECTS/animals.html>
Good general site with images, lists of species, policies & laws and other facts from the Ohio Public Library.

Endangered Species: Images & History—<http://www.nceet.snre.umich.edu/EndSpp/ES.bio.html>
Includes maps, images, facts and lists of other good sites.

Sea World/Busch Gardens:
http://www.seaworld.org/endangered_species/escont.html
Another site with lots of information about species, also includes books for young readers information about several related organizations.

ZooNet Endangered Species—
<http://www.mindspring.com/~zoonet/endangered.htm>
A listing of endangered species with photos, programs for helping them and a section on endangered species at zoos.

Terra—<http://olcommerce.com/terra/>
An interactive multimedia game on endangered species.

Kid's Domain-Earth Day—
<http://www.kidsdomain.com/holiday/earthday/index.html>
Includes history of Earth Day, word searches and coloring pages, recipes, science programs, stories and much more!

Amazon Interactive—
<http://www.eduweb.com/amazon.html>

Includes information on the Amazon rainforest and an Ecotourism Simulation Game to try to plan & manage a ecotourism project.

U.S. Environmental Protection Agency-Explorer's Club—
<http://www.epa.gov/OGWDW/kids/>

Good site with information on plants & animals, recycling and what you can do. Also, lots activities for kids and adults.

U.S. EPA-Global Warming—
<http://www.epa.gov/globalwarming/home.htm>

Another good site from the EPA that explains what global warming is and what can be done.

U.S. EPA-Recycle City—
<http://www.epa.gov/recyclecity/>

Yet another good site where kids can learn about recycling; includes games and activities.

Science & the Environment—
<http://www.cals.com/publish/>

A good place to find articles on the environment from over 500 magazines on most any subject.

Go GLOBAL: READ!

Go GLOBAL: READ!

Go GLOBAL: READ!

Go GLOBAL: READ!

Puzzles and Word Games

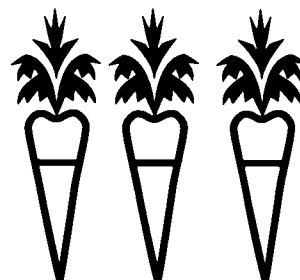
Use the materials in this section as giveaways or as activities to supplement summer programs when appropriate. Materials for children of different ages and ability levels have been included. Answer keys are provided at the end of this chapter.

Puzzles and word games marked with ♣ are available in Braille format from the Wisconsin Regional Library for the Blind and Physically Handicapped. Call (414) 286-3045 in Milwaukee or (800) 242-8822 from elsewhere around the state.

Go Global! Eat! ♣

Many of our favorite foods come from different places in the world. Some of them came to the United States when our great grandparents arrived. Some of them were adapted with foods that they found available in this country. It's fun to try recipes from different parts of the world. Have you ever tried these foods?♣

1. Italians bake this in hot brick ovens: _____
2. A Greek sweet pastry: _____
3. Strega Nona's pot of this boiled over: _____
4. A crisp or soft Mexican food: _____
5. A surprise "package" in Oriental soups: _____
6. Norwegians spread this with butter and sugar: _____
7. This Russian soup is made with beets: _____
8. Germans serve this sausage with mustard and sauerkraut: _____
9. This is found on almost every Chinese menu: _____
10. Native Americans often serve this treat at powwows: _____



Answers:

1. baklava
2. borscht
3. bratwurst
4. fry bread
5. lefse
6. pizza
7. rice
8. spaghetti (or pasta)
9. tortilla
10. wonton

Roman Numerals

The numbers we write are called Arabic numerals, but Roman numerals still are often used. For example, Super Bowl XXXI is Super Bowl 31. Based on the following chart, fill in the blanks of these book titles with the correct Roman numeral.

1	=	I	7	=	VII
2	=	II	8	=	VIII
3	=	III	9	=	IX
4	=	IV	10	=	X
5	=	V	100	=	C
6	=	VI	1,000	=	M

1. The III _____ Little Pigs, a familiar story
2. CI _____ Dalmations, by Dodie Smith
3. Sadako and the M _____ Paper Cranes, by Eleanor Coerr
4. The Number X _____ Duckling, by Betty Rosendall
5. Garfield's IX _____ Lives, by Jim Davis
6. Snow White and the VII _____ Dwarfs, a familiar story
7. Across V _____ Aprils, by Irene Hunt
8. VII _____ Spiders Spinning, by Gregory Maguire
9. Walk II _____ Moons, by Sharon Creech
10. V _____ Silly Fishermen, by Roberta Edwards
11. X _____ Little Hippos, by Bobette McCarthy
12. VI _____ Foolish Fishermen, by Benjamin Elkin
13. Goldilocks and the III _____ Bears, a familiar Story
14. XXI _____ Balloons, by William Pene Du Bois
15. IX _____ Days to Christmas, by Marie Hall Ets and Aurora Labastida
16. VI _____ Snowy Sheep by Judith R. Enderle and Stephanie G. Tessler
17. III _____ Cheers for Tacky by Helen Lester

Country Search♣

Find the names of these countries. The message "Go Global, Read" in the answer list provides some hints!!

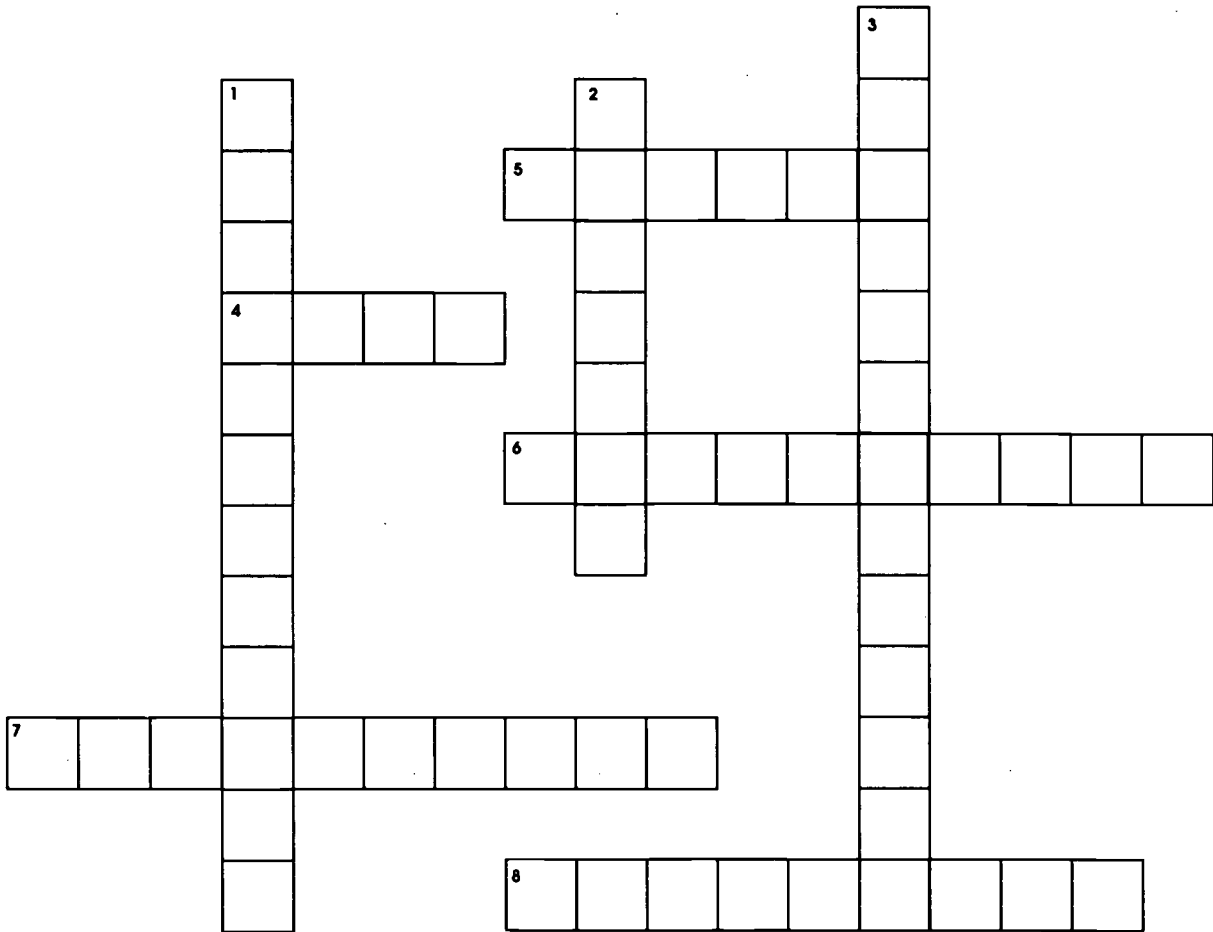
Clues

1. Curl up with this warm blanket
2. Bucharest is the capitol
3. Fairy tales by the Grimm Brothers started here
4. Shaped like a boot
5. Many Hmong people call this their homeland
6. Between Poland and Russia
7. East of India
8. Reaches up to the Arctic Circle
9. Six pointed star on flag
10. Home of pyramids
11. Site of 1998 Winter Olympics
12. Home of Legoland



1. _ _ G _ _ _ _ istan
2. _ _ O _ _ _ _ a
3. G _ _ _ _ _ y
4. _ _ _ L _
5. _ _ _ O _
6. B _ _ _ _ rus
7. _ _ A _ _ _ ladesh
8. _ _ _ _ L _ _ _ d
9. _ _ _ R _ _ _ _
10. E _ _ _ _ _
11. _ _ A _ _ _ _
12. D _ _ _ _ _ _ k

The Tallest, Longest, Highest, and Deepest



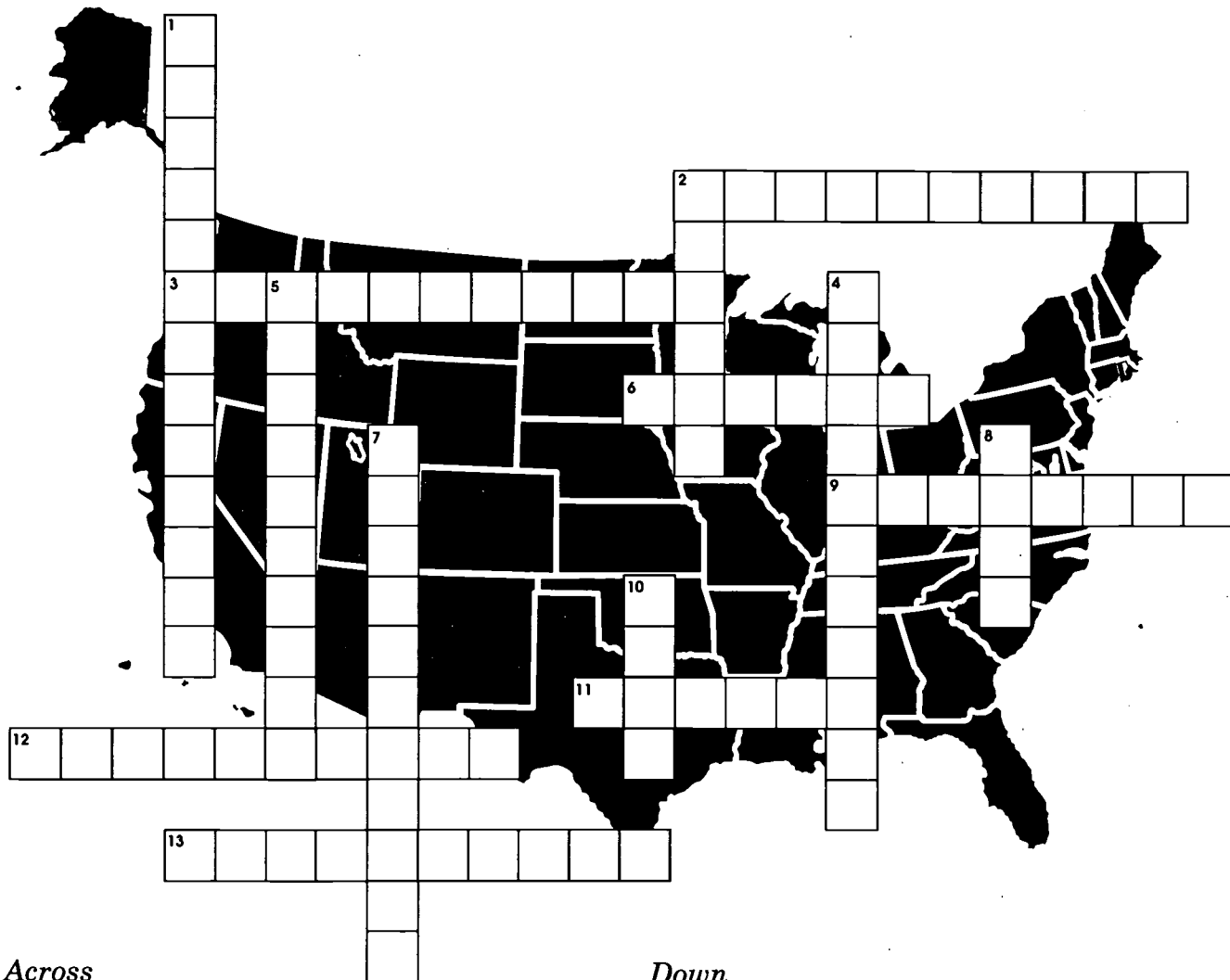
Across

4. The longest river is located in Egypt and Sudan.
5. The biggest desert is located in Africa.
6. The deepest lake is located in Siberia.
7. The highest waterfall is located in Venezuela.
8. The biggest island is located in the Atlantic Ocean.

Down

1. The tallest mountain is located in Tibet and Nepal.
2. The biggest lake is located in Europe and Asia and is called a sea.
3. The biggest swamp is located in Brazil.

U.S. Facts and Figures



Across

2. This town in California is the lowest town in the U.S.—185 feet below sea level.
3. The longest river in the United States runs north and south.
6. The northernmost city in the United States is located in Alaska.
9. The easternmost city in the United States is located in Maine.
11. The largest state in the United States is also the northernmost state.
12. The deepest lake in the United States is found in Oregon.
13. The highest bridge in the United States is located in Colorado

Down

1. The highest mountain in the United States is located in Alaska.
2. This town in Colorado is the highest town in the United States—11,560 feet.
4. The smallest state in the United States is on the East Coast.
5. The tallest building in the United States is located in Chicago.
7. The lowest point in the United States is in the most-populated state.
8. The westernmost city in the United States is located in Alaska.
13. The southernmost city in the United States is located in Hawaii.

Metric Conversion

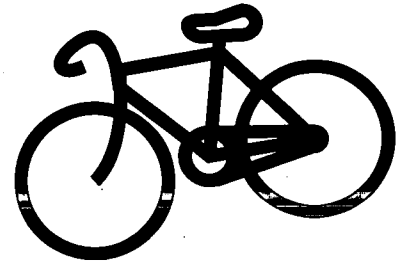
Many countries use the metric system of measurement, but in the United States we use the U.S. Customary System. So if you travel to another country (such as Canada) you may have to use a conversion chart like the one below. Use this chart to answer the questions that follow.

If you know the number of	multiply by	to get the number of
inches	2.54	centimeters
inches	.0254	meters
feet	30.48	centimeters
feet	.3048	meters
yards	.9144	meters
miles	1.6093	kilometers
ounces	28.35	grams
pounds	.4536	kilograms

1. A football field is 100 yards long. How many meters is it?
2. A five-pound bag of sugar is how many kilograms?
3. A 32-ounce jar of jam weighs how many grams?
4. A baby weighed 7 pounds, 8 ounces and was 19 inches long at birth. How much did the baby weigh in grams, and how long was the baby in centimeters?
5. The pages in this book are $8 \frac{1}{2}$ inches by 11 inches. What are the dimensions in centimeters?
6. The Empire State Building in New York is 1,250 feet tall. How tall is it in meters?
7. The Nile River is the longest river in the world at 4,160 miles. How long is it in kilometers?
8. The Mississippi River is the longest river in the United States at 2,346 miles. How long is it in ?
9. A 2-pound bag of candy weighs how much in kilograms?
10. A 12-inch ruler has how many centimeters ?
11. The Washington Monument is 555 feet tall. How tall is it in meters?

Match the Invention with the Inventor

Each of these inventions take us from one place to another. The year of the invention and the country in which it was invented follow each inventor's name.



Parachute

Jean Pierre Blanchard (1785, France)

Escalator

Robert Fulton (1807, U.S.)

Tubojet airplane

George Stephenson (1829, England)

Steamboat

Ellisha G. Otis (1852, U.S.)

Diesel engine

James Starley (1885, England)

Safety elevator

Gottlieb Daimler (1885, Germany)

Submarine

Charles E. and J. Frank Duryea (1892, U.S.)

Helicopter

Jesse W. Reno (1891, U.S.)

Bicycle

Simon Lake (1894, U.S.)

Automobile (gasoline)

Rudolf Diesel (1895, Germany)

Steam locomotive

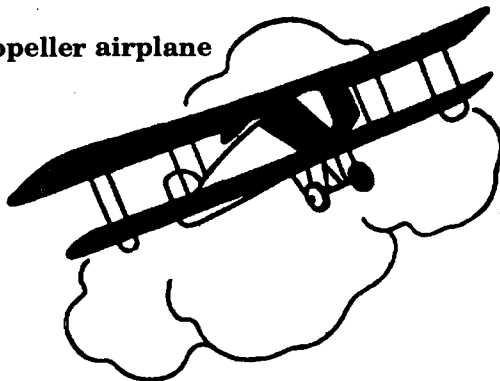
Orville and Wilbur Wright (1903, U.S.)

Motorcycle

Igor Sikorsky (1939, U.S.)

Propeller airplane

Hans von Ohain (1939, Germany)



Global Word Scramble ♣

ILAYT _____

EMNGRYA _____

SREAIL _____

ADLPNO _____

NDESWE _____

APSNi _____

CRAFNE _____

IZRBAL _____

YNRAOW _____

XOMCIE _____

MADENRK _____

ANCDAA _____

IDANI _____

MIEVTNA _____

ECREGE _____

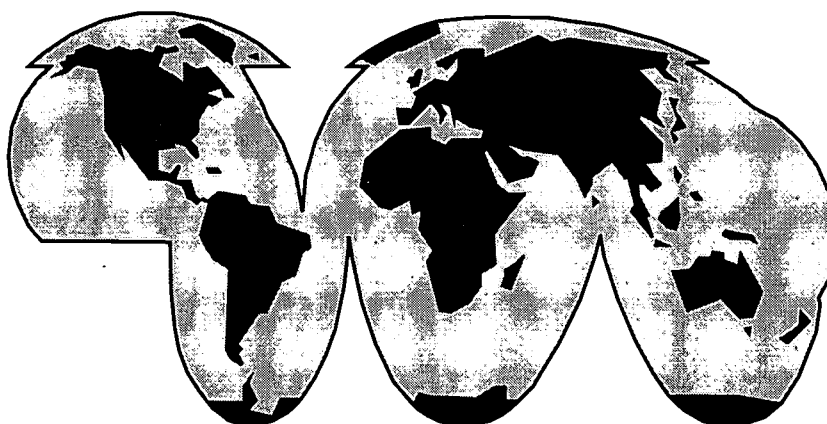
AUOPTGL _____

UIATSRA _____

AUAATSRLI _____

INACH _____

ANAJP _____



Car Part Scramble ♣

Before you start on a long car trip, check to be sure everything is in good working order.

engine

brakes

tire

gas tank

trunk

bumper

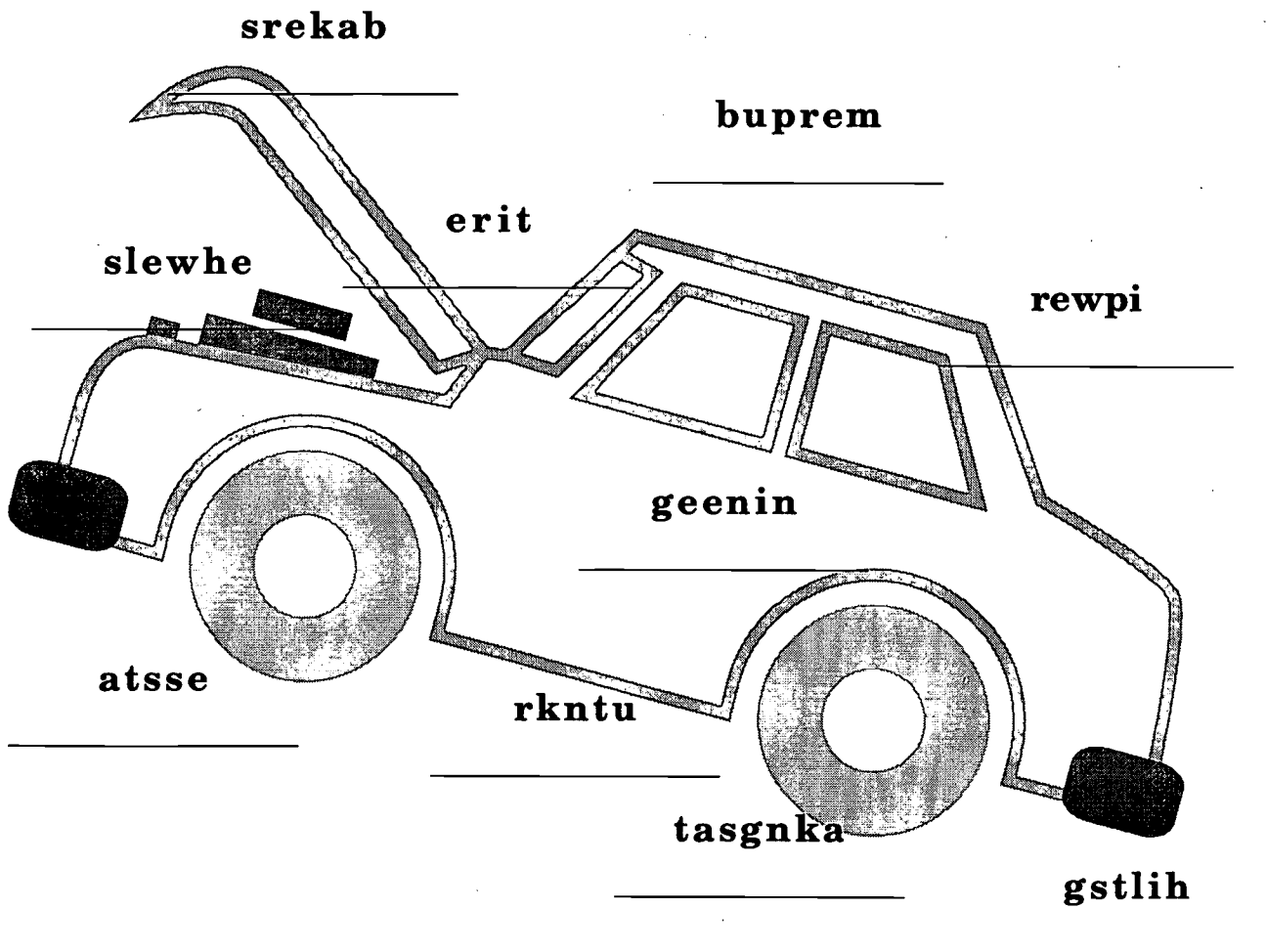
lights

wiper

seats

wheels

As you unscramble the letters to find these car parts, cross them off the list above. Happy hunting!



Adapted from *Thrills and Chills at the Library*, Cooperative Summery Library Program, 1997.

Mixed-up Countries ♣

1. This country is also a continent. (i a r t u l s a a)

2. You can feel like you're in France in this North American country (a n d a c a)

3. The Great Wall is located here. (i h n c a)

4. You can see the Great Sphinx here. (p g e y t)

5. The Eiffel Tower is located here. (c a n r f e)

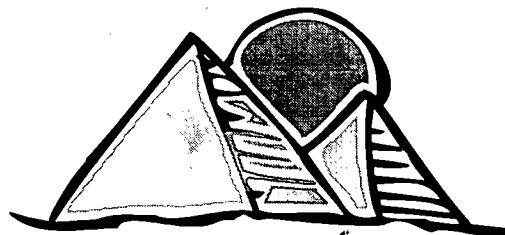
6. The Galapagos Islands belong to this country. (e d o c u r a)

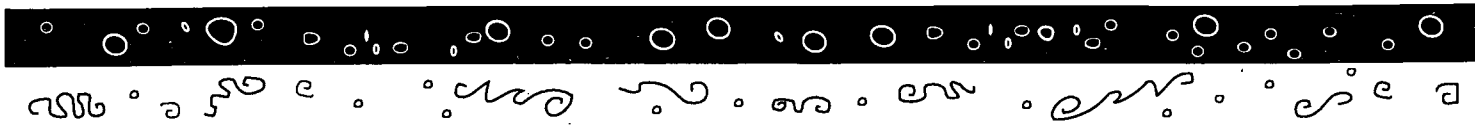
7. You can kiss the Blarney Stone here. (e n i d r l a)

8. One of the world's biggest tombs—the Taj Mahal—is located here. (d i n i a)

9. This country is home to the Leaning Tower of Pisa. (l i a t y)

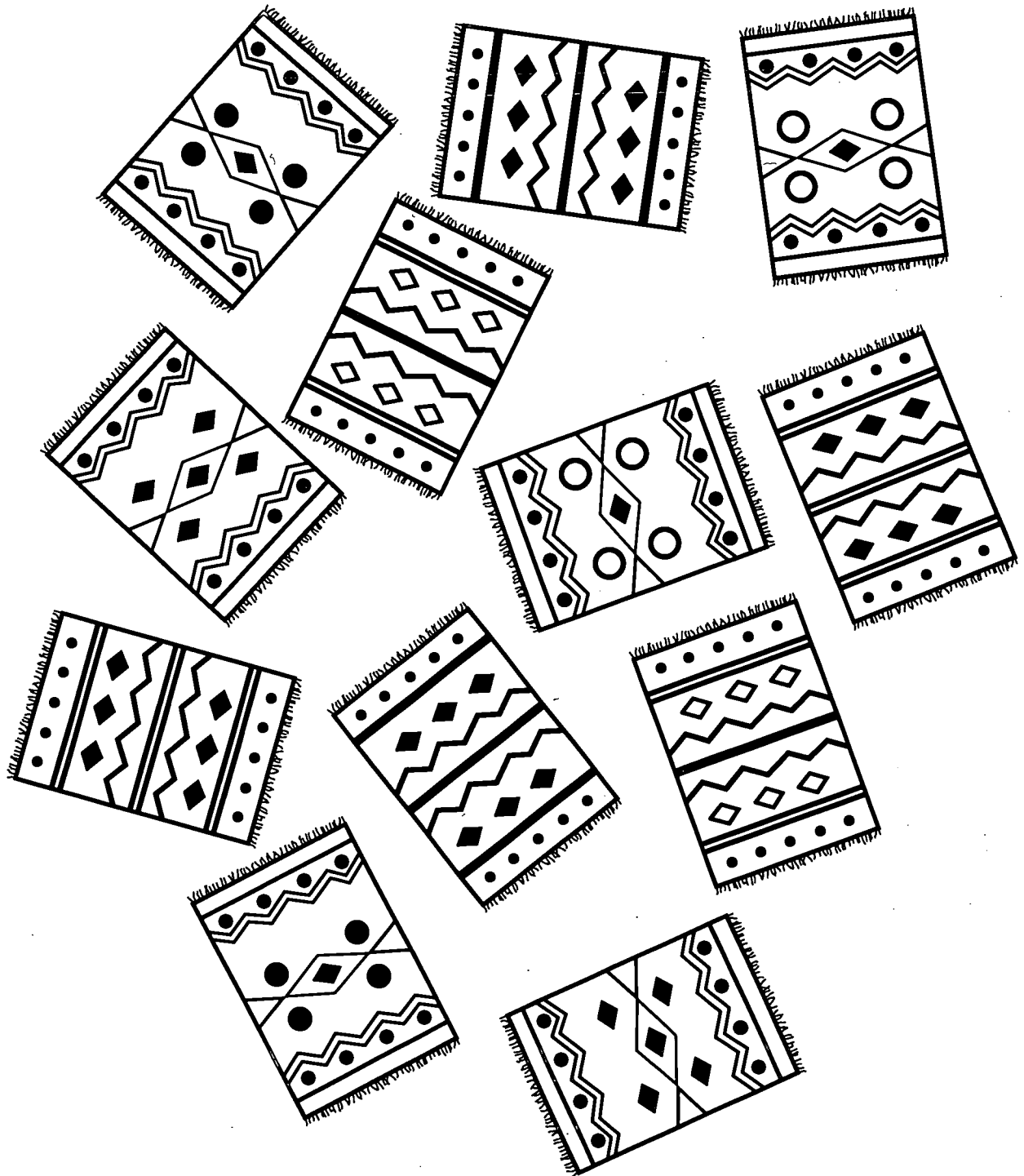
10. You can visit the Yucatan peninsula in this country. (c x o m e i)





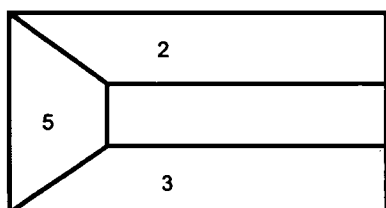
Magic Carpet Jumble

Each of these magic carpets has a matching twin. Find the twins and connect them.

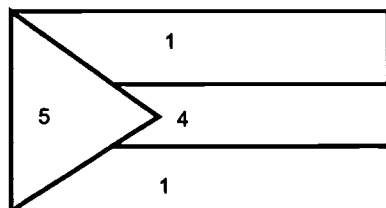


Flag Identification

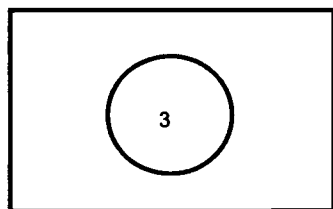
Using the code below, color the flags and then use a reference book to identify the country they represent. Spaces without numbers should be left white.



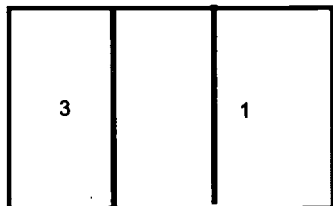
a.



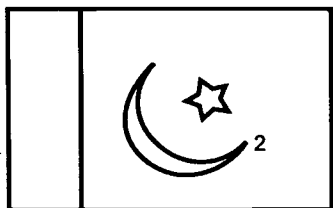
b.



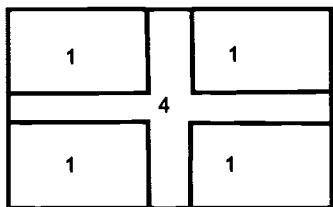
c.



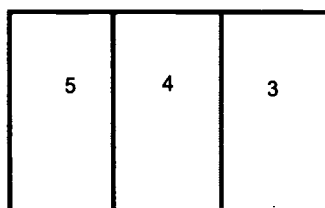
d.



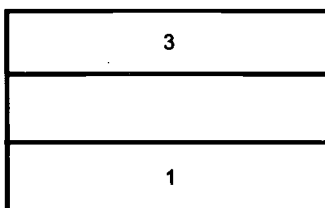
e.



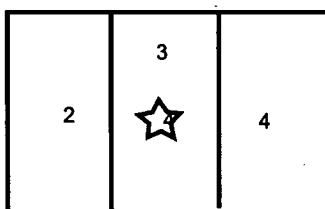
f.



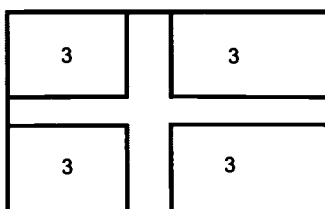
g.



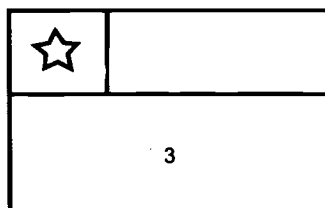
h.



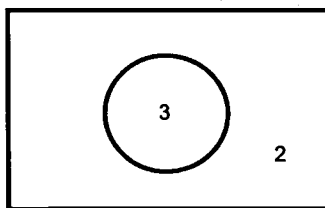
i.



j.



k.



l.

1. blue

2. green

3. red

4. yellow

5. black

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Find the Four Oceans

A C D P A C I F I C
S F I P T S V G O Z
R O A G L H T R E V
I N D I A N Q B M A
M C F Z N N R T P N
E A R C T I C R S L
F A R O I M N S X P
N O R V C S B G H N



Visit the World — in Wisconsin!

```

M P A R I S M I T N I L R E B P
B U D D N A L L O H W A M J Q O
B R I S T O L R S H A E I O M L
J K H G X O W O C N L R L H L A
A O Q W L A C M A W E T A A O N
M R R A Y E U E N O S N N N H D
I B A D M O B C D T C O O N K E
L A I R A V A B I N A M I E C C
O L B D N N T L N A R O R S O N
H E M E C D H W A M B S A B T E
C B O N H A E O V R O C T U S R
I A L M E N N K I E R O N R L O
R N O A S N S A A G O W O G K L
E O C R T E B R U S S E L S Y F
J N L K E I K K I N G S T O N C
U R E P R V R L O N D O N O L G

```

There are communities in Wisconsin that have the same names as the following countries and international cities. All of the names were found in the *Wisconsin Atlas and Gazetteer* (DeLorme Mapping, 1995). Find them across, up and down, backwards, forwards, and on the diagonal. Some letters are used more than once.

ATHENS

BERLIN

COLOMBIA

FLORENCE

JERICHO

KINGSTON

LIMA

MILAN

NORWAY

PERU

ROME

STOCKHOLM

BAVARIA

BRISTOL

CUBA (City)

GERMANTOWN

JOHANNESBURG

KRAKOW

LONDON

MONTREAL

ONTARIO

POLAND

SCANDINAVIA

VIENNA

BELGIUM

BRUSSELS

DENMARK

HOLLAND

JORDAN

LEBANON

MANCHESTER

MOSCOW

PARIS

RIO

SCARBORO

WALES

This word search was created using www.puzzlemaker.com

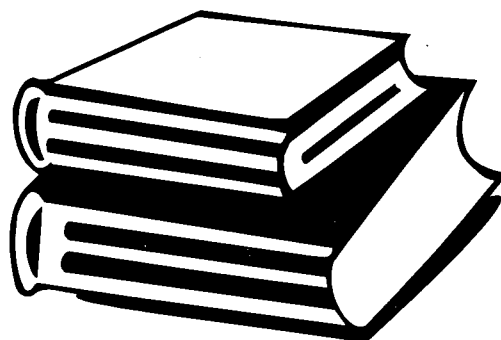
The Many Ways to "Read" Word Search

Read. Lesen. Yomu. No matter how you spell it, the whole world does it.

See how many translations for the english word READ you can find! *Note: the puzzle contains letters only, and not character marks.

```

A L E R E G G E L
C A M O S U M O Y
L E I N E N E B R
C D T L A S A E E
K H A I L R O S E
A S I E N E S E L
M A O T R L W L K
U V H Y A Q R A A
K L T J N T O S R
O O T E R I L E A
K A Z C I T S I C
B E I C Z Y T A C
L T L U K E A H G
I H O Z A V A I D
  
```

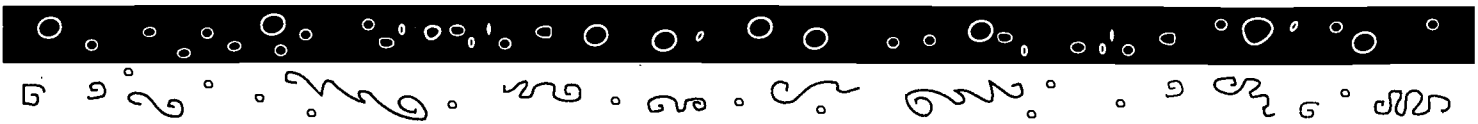


batja
chitát
citi
czytać
diava'zo
kara
läsa
leer
leggere
leinen

Indonesian
Russian
Rumanian
Polish
Greek
Hebrew
Swedish
Spanish
Italian
Yiddish

ler
lese
lire
lukea
okumak
olvas
read
soma
yomu

Portuguese
Norwegian
French
Finnish
Turkish
Hungarian
English
Swahili
Japanese



Go Global: Read! Countries Word Search

A C U N I T E D S T A T E S U I K
P L K O R E K C X V U B N D D C A
O P X R A L A A F I S R A E L M B
C V B W Q N D N O R T K O B G A L
P F R A N C E A L G R E E C E J E
U I D Y B M N D U Y I R E L A N D
I N D I A S M A T E A V C Q A I A
P L Q W M B A J K S W E D E N Q I
B A C J P O R J A P A N E D I Q S
U N I T E D K I N G D O M K H V S
C D A C I R F A H T U O S B C D U
B L K S A U D I A R A B I A Z X R
V I E T N A M A I L A R T S U A K
K A G E R M A N Y N I A P S D C V
L P O L A N D Q W E R Z T Y U O V
K S T P O R T U G A L I N T U P E
N B C D K I O R X A S L T Y P W Q

Find the countries listed below. Words may be upside down and backwards!

United States
France
Norway
Denmark
Sweden
Finland
Austria

United Kingdom
China
Germany
Poland
Spain
Portugal
Vietnam

Greece
Israel
Saudi Arabi
Iraq
India
Russia

South Africa
Australia
Brazil
Canada
Japan
Ireland

Money Word Search

G O U R D A O R I E Z U R C P C
 S A G M F R L E S C U D O E B N
 H O Q I J I D P E O R D S C N A
 X U L W T L O K V S W O N P B R
 Y Y E N Z A L E M P I R A O B F
 Q U E T Z A L K C E D I L U I C
 V R O P N L A M F G H I D N E J
 S Q U A N O R K I W V X Z D Y A
 R I A L M A R K K A B R U B L E
 C O L O N E D F R C A T E S E P
 O S Y L I M A R K D R A C H M A
 R J G I C N G U L T R U M R H G
 D S U C R E B Y D I N A R U M L
 O K I H E D Z A E X K I P P I Y
 B A L B O A G N I R O L F E N T
 A L D F V N O W S U R E P E J O
 N M E G O R Y U A R V K A V E L
 P O R D K G U A R A N I Q O K Z

balboa
 bolivar
 cedi
 colon
 cordoba
 cruzeiro
 dinar
 dollar
 dong
 drachma

escudo
 florin
 franc
 gourda
 guarani
 guilder
 kip
 krona
 krone
 lek

lempira
 leva
 lira
 mark
 markka
 ngultrum
 peseta
 peso
 pound
 quetzal

rial
 ruble
 rupee
 sol
 sucre
 syli
 won
 yen
 yuarv
 zloty

Happy Birthday Around the World

How do you say "Happy Birthday" in the following countries?
Match the phrase on the right with the country on the left.

- | | |
|--------------------|--|
| 1. Australia | a. Sheng Ri Kuai Le
(Shen rur Kway luh) |
| 2. China | b. Gratulere Med Daged
(grah-tu-LEH-reh med DAH-gen) |
| 3. Germany | c. Eku ojobi
(EH-ko oh-JOE-bee) |
| 4. India | d. Happy Birthday |
| 5. Israel | e. Alles gute zum Begurstag
(AH-les goot zoom geh-BURS-tahg) |
| 6. Mexico | f. Feliz Cumpleanos
feh-LEEZ coom-plee-OH-yoes) |
| 7. The Netherlands | g. Sal Girah Mubarak
(sal-GIH-rah-muh-BAH-rahk) |
| 8. Nigeria | h. Yom Holedet Sameach
(yome hoe-LEH-det sum-MAY-ahk) |
| 9. Norway | i. Van Harte Gefeliciteerd
(van har-TEH geh-fell-ih-CIH-teared) |

Used with permission from Erlbach, Arlene. *Happy Birthday Everywhere!* Millbrook Press, 1997



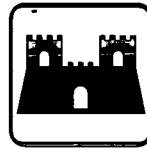
International Signs



A



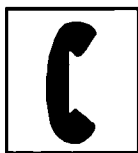
B



C



D



E



F



G



H



I



J



K



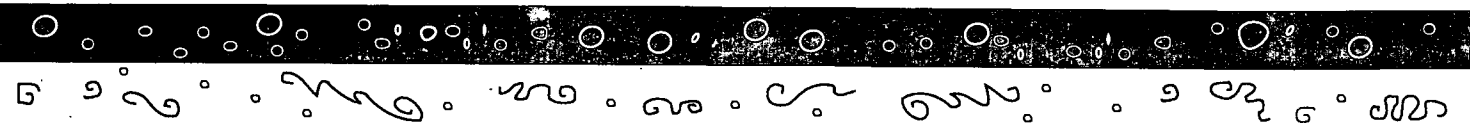
L

Symbols make it easy to travel around the world even if you don't know the language. Below are descriptions of signs that you could see on a tourist map or while traveling.

Match the symbols above to the descriptions below.

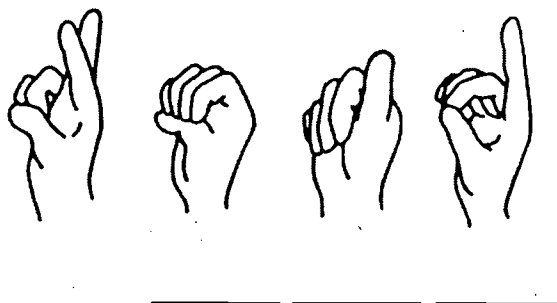
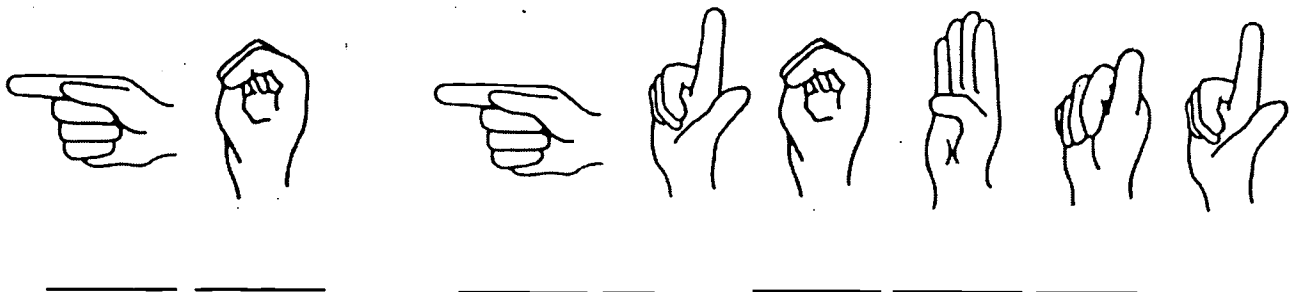
1. Airport _____
2. Restaurant _____
3. Wheelchair access _____
4. Restrooms _____
5. Castle or fortress _____
6. Park with campsites _____

7. Tourist information _____
8. Hospital _____
9. Telephone _____
10. Library _____
11. No smoking _____
12. Deer or wildlife _____

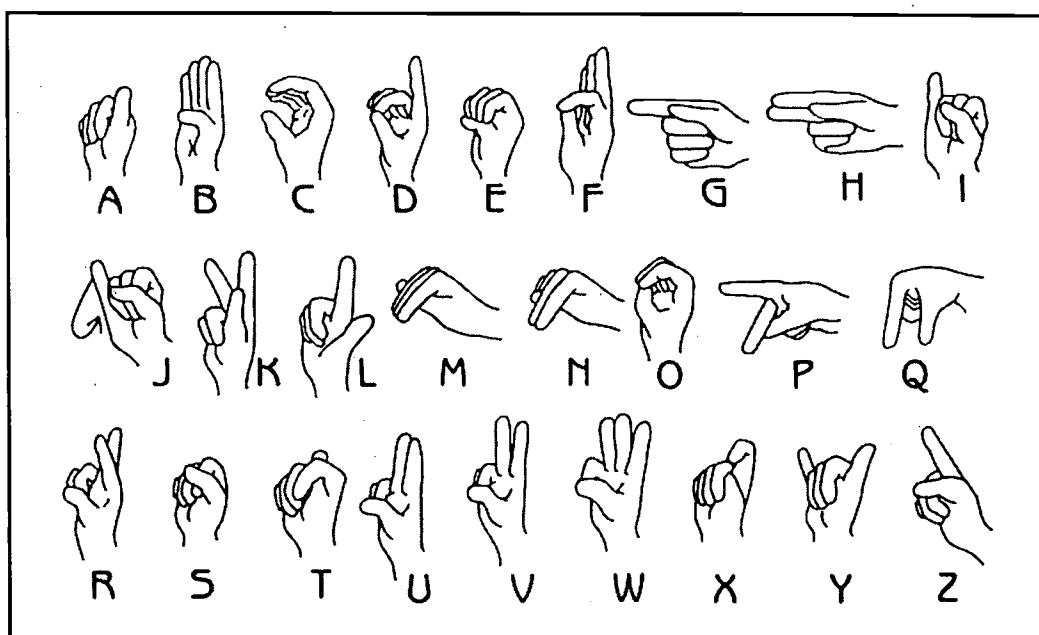


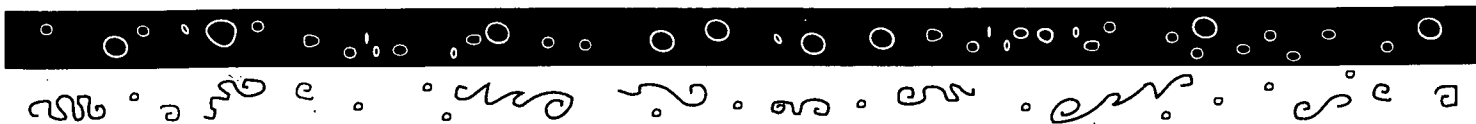
American Sign Language

Practice the alphabet below, then decipher this message.



Sign Language Alphabet





Secret Messages

This is the Lao alphabet from Laos. Try to write a message using this alphabet.

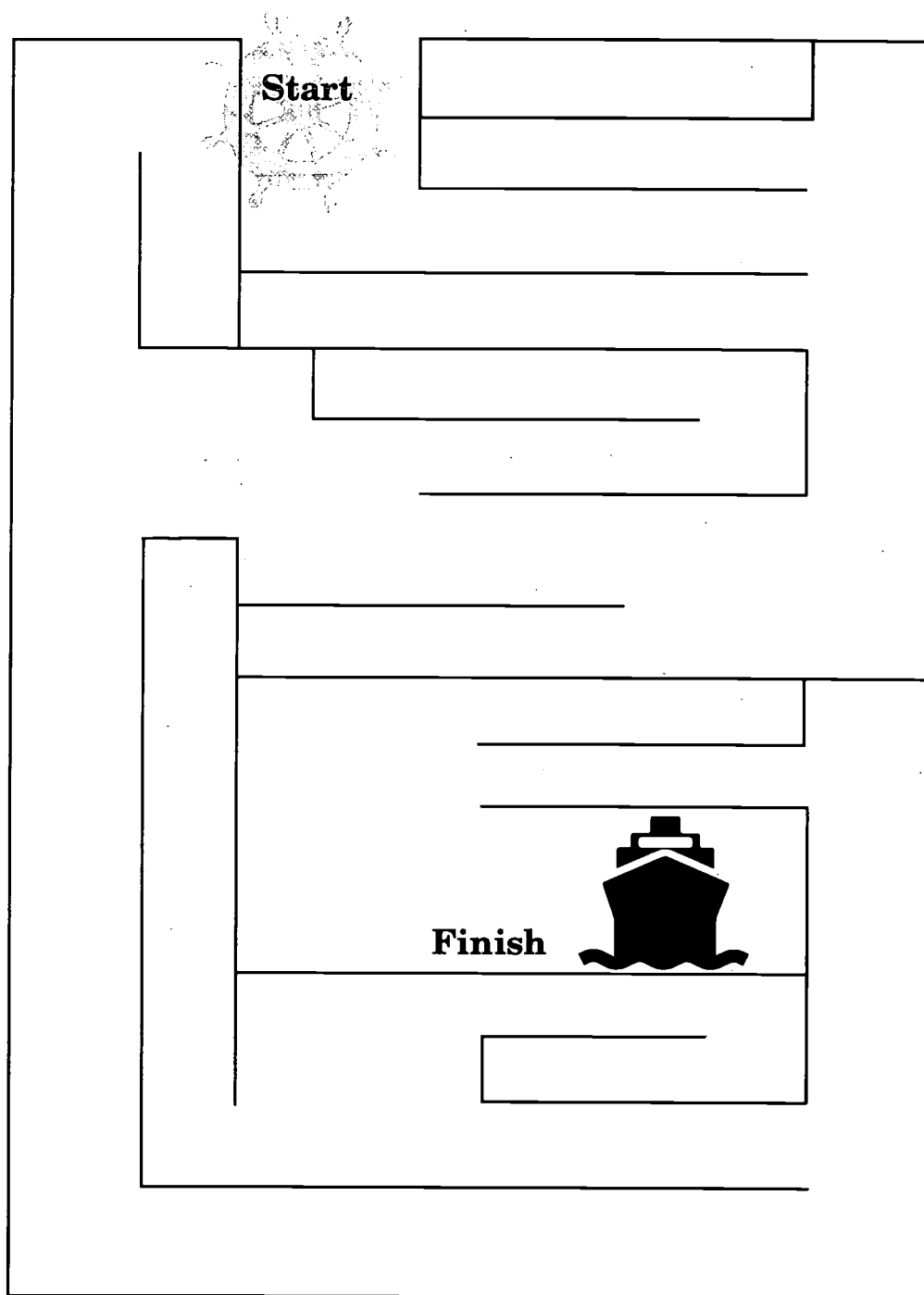
Following is a set of squares with the Latin alphabet or an Arabic number under each square. Inside the square is the Lao symbol for that Latin letter. However, you can use other letters when needed. For example, there is no C in Lao but there is a symbol for K and S sounds.

This is not a complete set of Lao letters. Lao has many sounds that we do not have in English, as well as different letters for long and short vowels.

⌚	√		ㄥ	ᨾ	ຜ	ກ	ຮ	ຸ	ງ
A	B	C	D	E	F	G	H	I	J
2	ᨾ	ຸ	2	ໂ	ຜ		ຮ	ງ	ທ
K	L	M	N	O	P	Q	R	S	T
,		ງ		ຮ		ຸ	ໂ	ຜ	ໂ
U	V	W	X	Y	Z	1	2	3	4
ໂ	ຜ	ກ	ກ	ᨾ	ໂ	ງ	ກ	ງ	
5	6	7	8	9	0	CH	TH	NG	

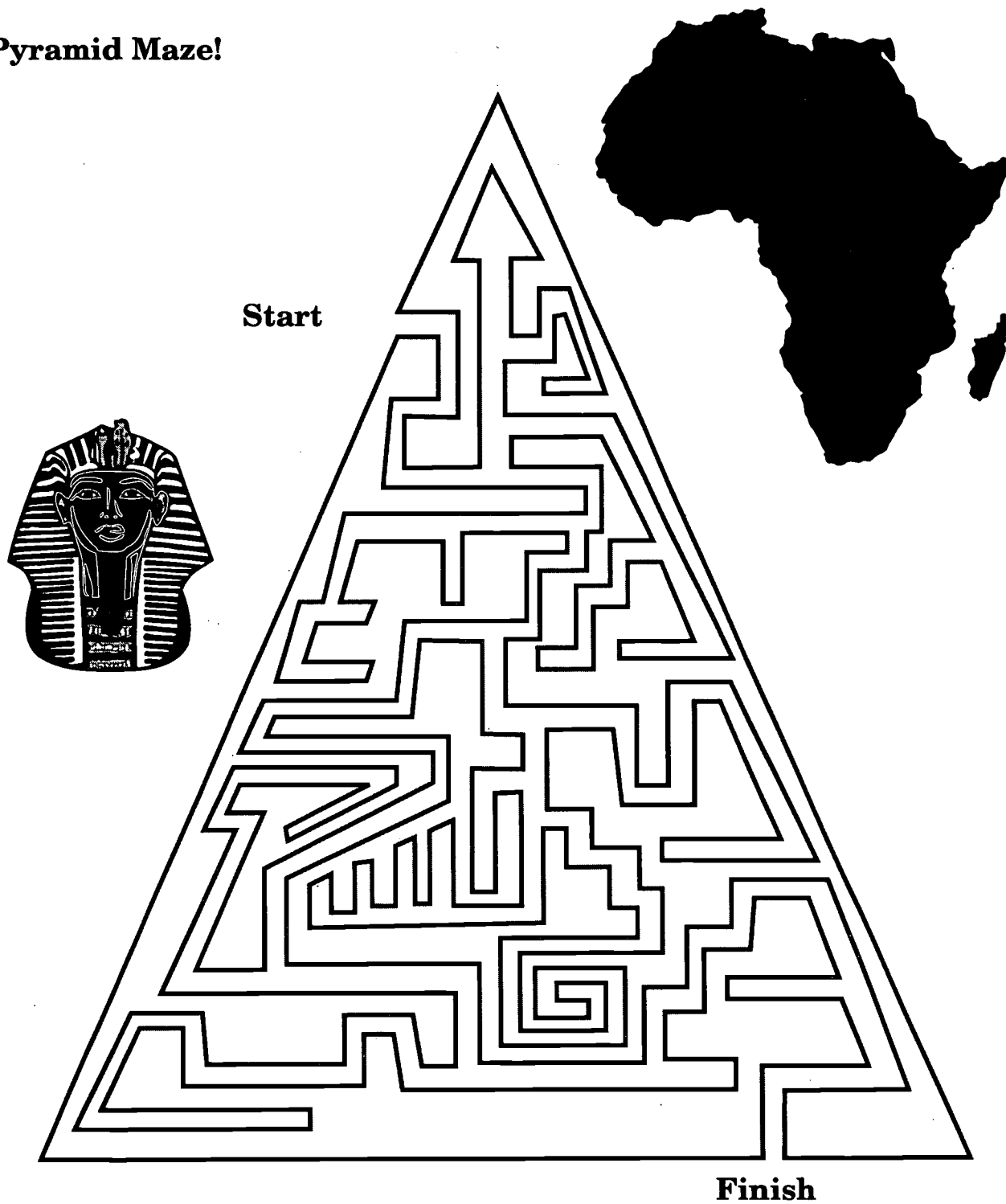
Mazes and Coloring Pages

Hurry, or You'll Miss the Cruise Ship!

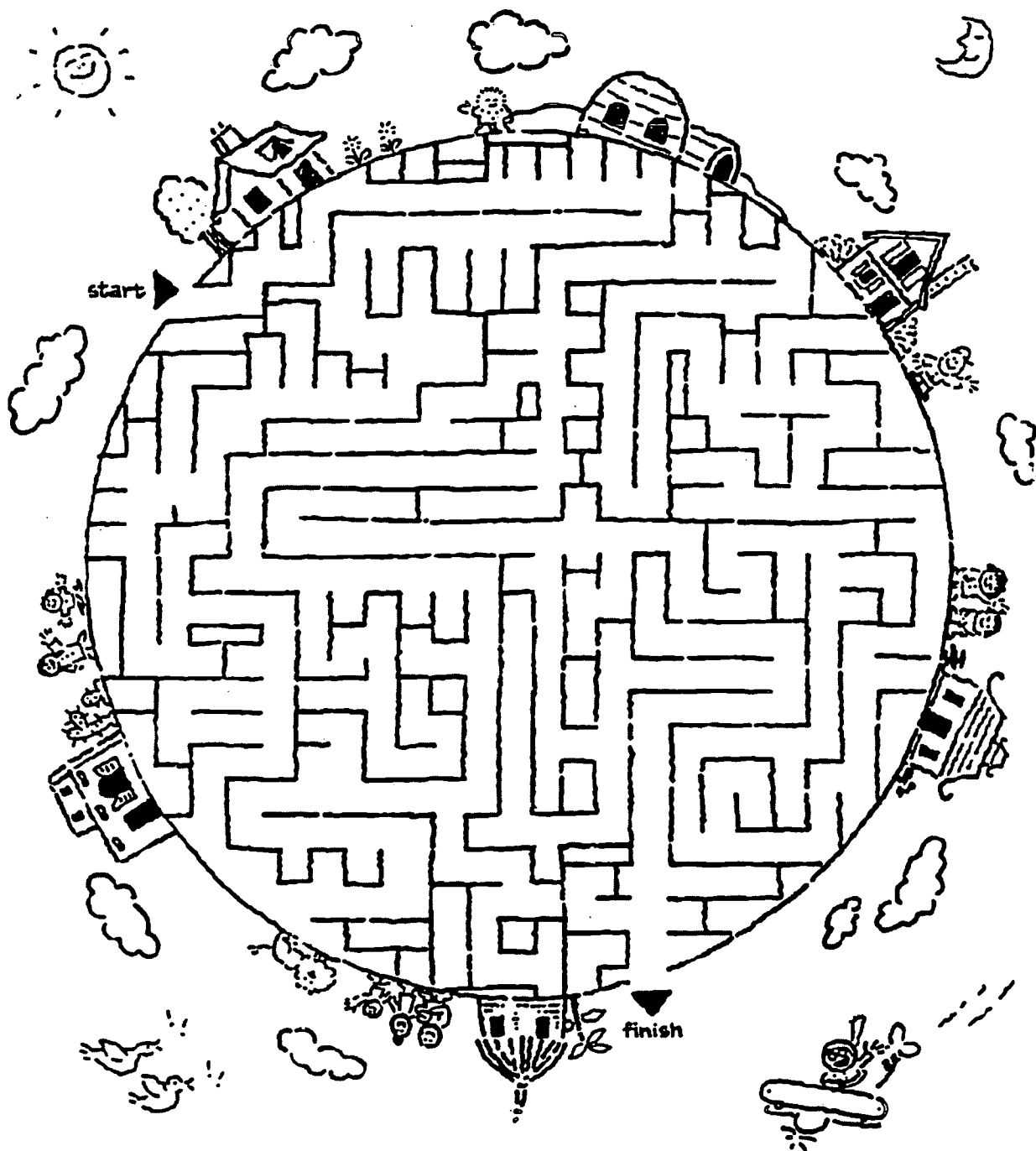


Adapted from *Books Make the World Go Round*, Nebraska Library Commission, 1994.

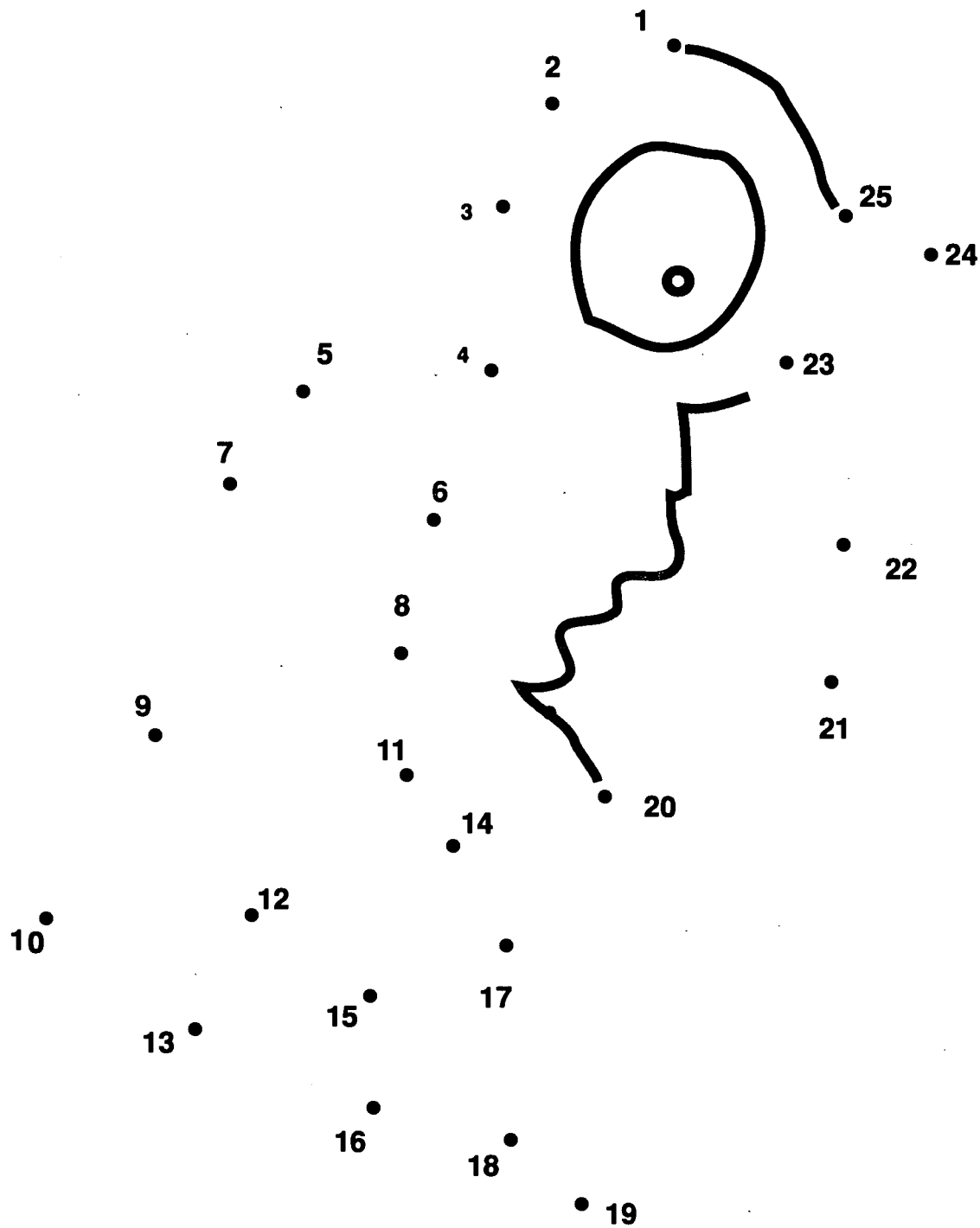
Pyramid Maze!



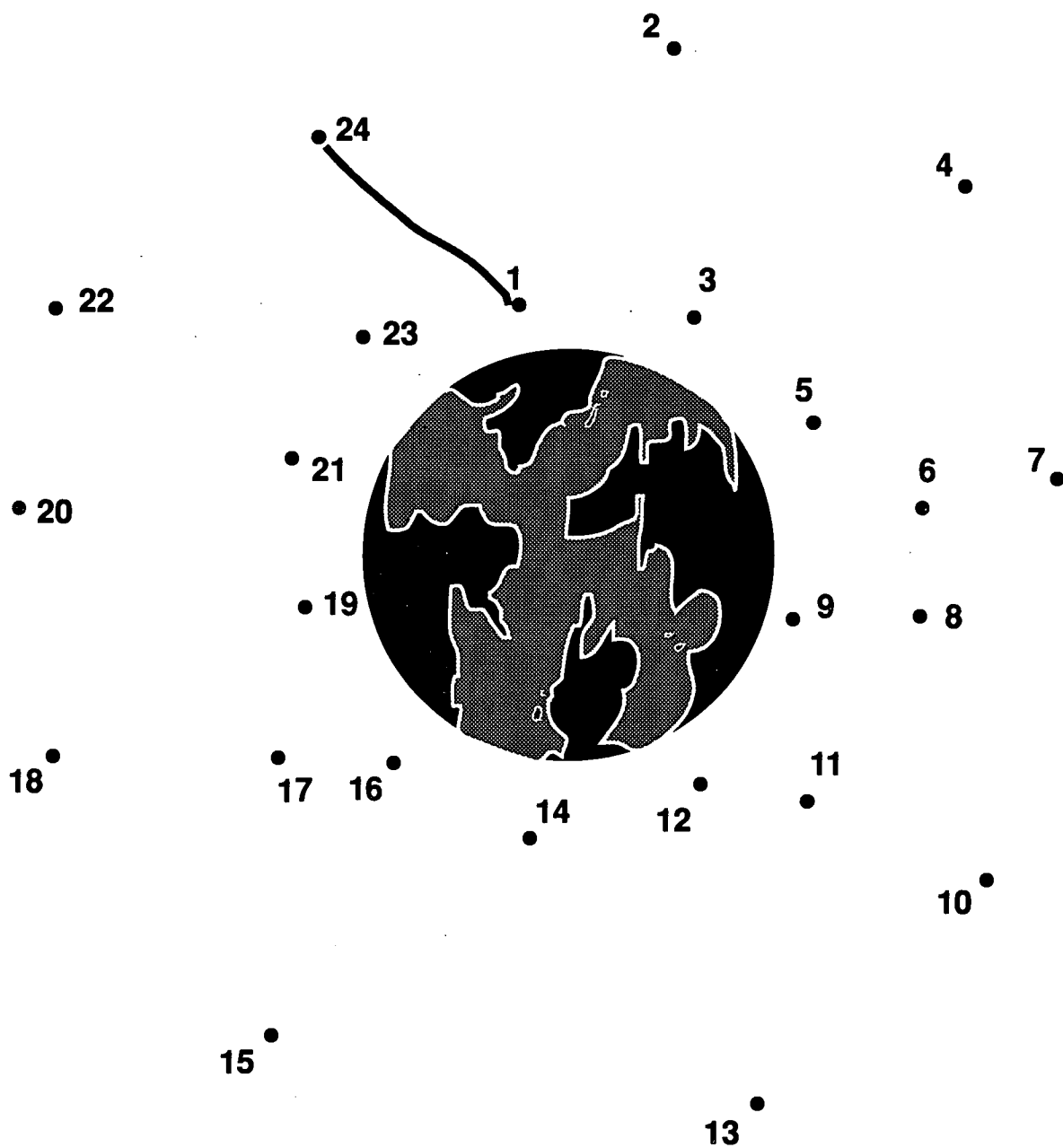
Amazing World Maze



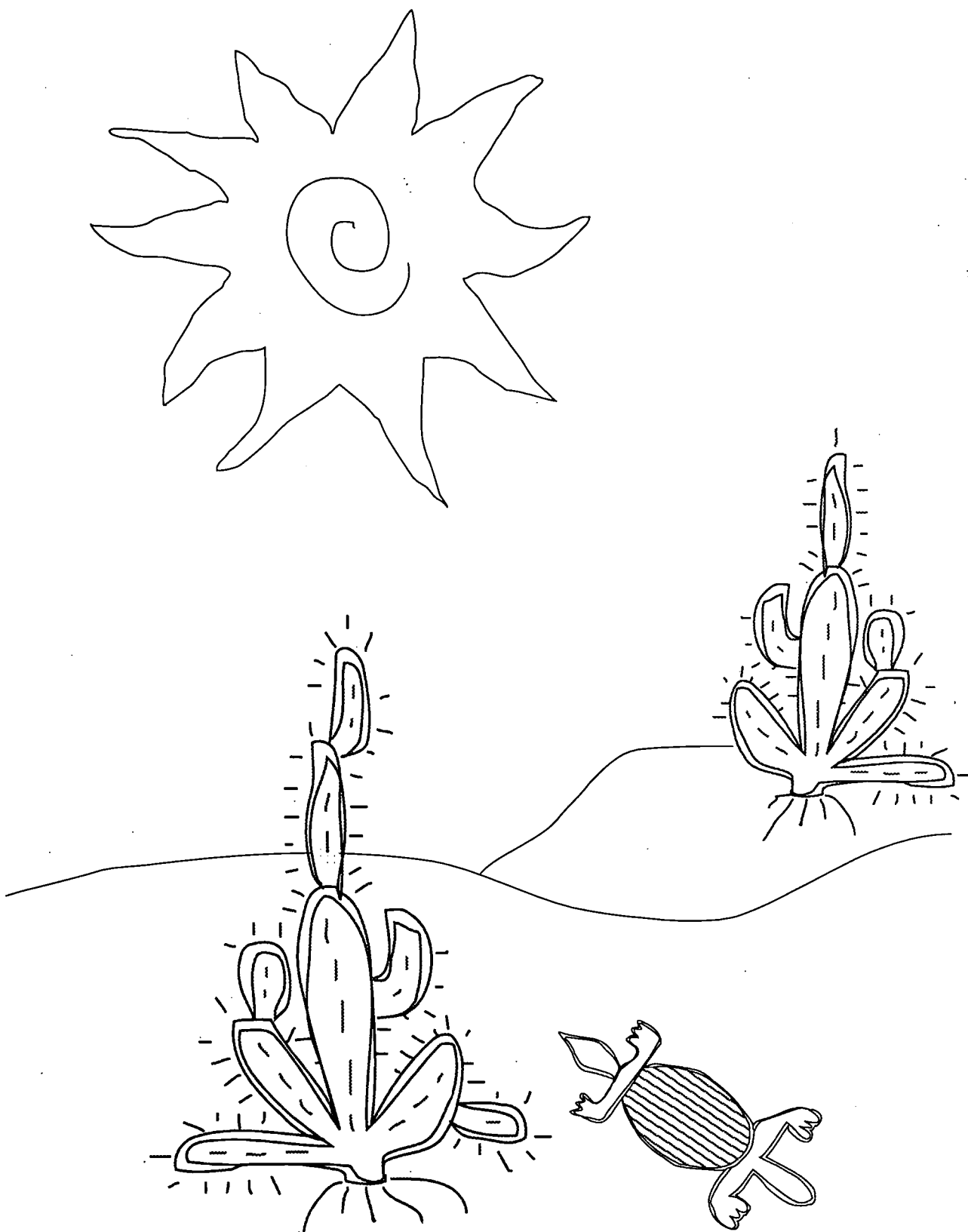
Connect the dots and Color the Mexican Bird



Connect the Dots and Color

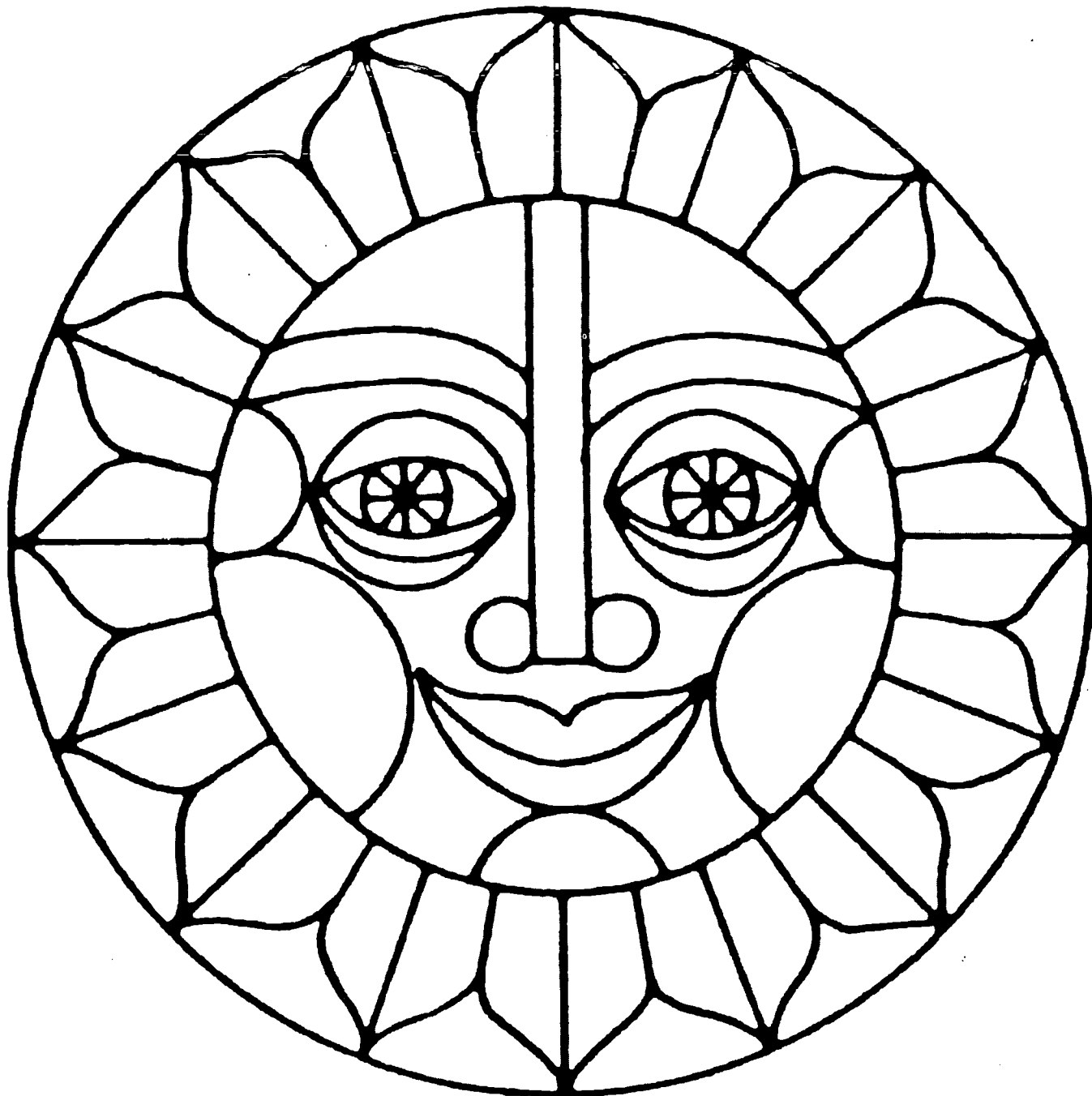


Go Global: Read! Coloring Page



Sun Coloring Page

Mexicans of long ago worshipped the sun as a god. They used pictures of the sun to decorate their homes.



Dolphin Coloring Page

This dolphin was a picture on the floor of some buildings in Greece. The floors were made of many little pieces of stone and glass.



South Central Library System

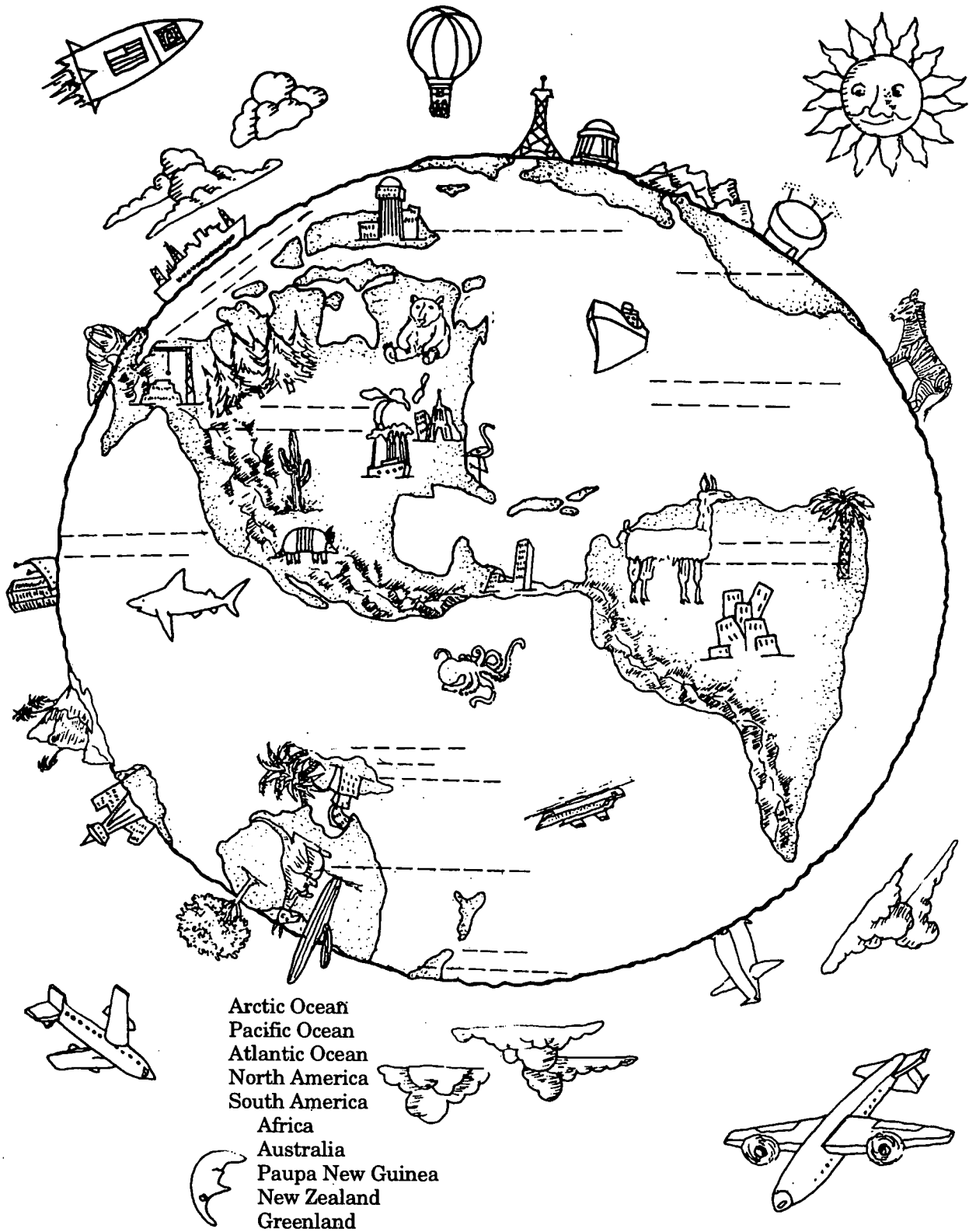
Globe Coloring Page



GO GLOBAL
ROAD

Continents Coloring Page

Find the continents, countries and oceans listed below and color the world.



Answer Keys

Go Global! Eat!

1. pizza
2. bakalava
3. spaghetti (or pasta)
4. tortilla
5. wonton
6. lefse
7. borscht
8. bratwurst
9. rice
10. fry bread

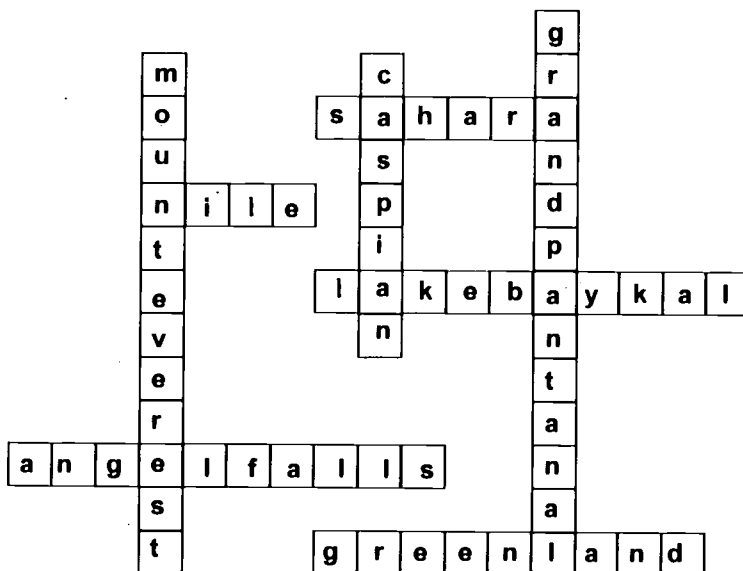
Roman Numerals

1. Three
2. One hundred one
3. Thousand
4. Ten
5. Nine
6. Seven
7. Five
8. Seven
9. Two
10. Five
11. Ten
12. Six
13. Three
14. Twenty-One
15. Nine
16. Six
17. Three

Country Search

1. Afghanistan
2. Romania
3. Germany
4. Italy
5. Laos
6. Belarus
7. Bangladesh
8. Ireland
9. Israel
10. Egypt
11. Japan
12. Denmark

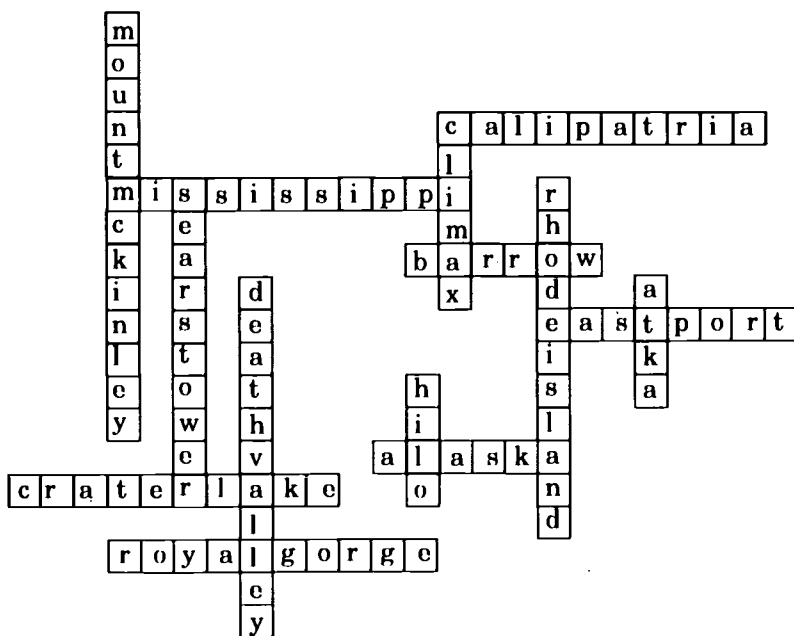
The Tallest, Longest, Highest, and Deepest



Metric Conversion

1. 91.44 meters
2. 2.268 kilograms
3. 907.2 grams
4. The baby was 3402 grams and 48.26 centimeters
5. 21.59 centimeters by 27.94 centimeters
6. 381 meters
7. 6694.69 kilometers
8. 3775.42 kilometers
9. 9072 kilograms
10. 30.48 centimeters
11. 169.164 meters

U.S. Facts and Figures



Flag Identification

- | | |
|-------------|----------------|
| a. Kuwait | g. Belgium |
| b. Bahamas | h. Netherlands |
| c. Japan | i. Cameroon |
| d. France | j. Denmark |
| e. Pakistan | k. Chile |
| f. Sweden | l. Bangladesh |

Find the Four Oceans

```

A C D P A C I F I C
S F I P T S V G O Z
R O A G L H T R E V
I N D I A N Q B M A
M C F Z N N R T P N
E A R C T I C R S L
F A R O I M N S X P
N O R V C S B G H N
  
```

Visit the World in Wisconsin

```

M P A R I S M I T N I L R E B P
B U D D N A L I O H W A M J Q O
B R I S T O L R S H A E I O M L
J K H G Y O W C N L R L H L A
A O Q W L A C M A W E T A A O N
M R R A Y E V E N O S N N N H D
I B A D M O B C D T C O O N K E
L A I R A V A B I N A M I E C C
O L B D N N T I N A R O R S O N
H E M E C D H W A M B S A B T E
C B O N H A E O V R O C T U S R
I A L M E N N K I E R O N R L O
R N O A S N S A A G O W O G K L
E O C R T E B R U S S E L S Y F
J N L K E I K K I N G S T O N C
U R E P R V R L O N D O N O L G
  
```

The Many Ways to "Read" Word Search

```

A L E R E G G E I
C A M O S U M O Y
L E I N E N E B R
C D T L A S A E E
R H A I L R O S E
A S I E N E S E L
M A O T R L W L K
U V H Y Q R A A
K L T J A T O S R
O O T E R I L E A
K A Z C I T S I C
B E I C Z Y T A C
I T L U K E A H G
H O Z A V A I D
  
```

Money Word Search

```

G O U R D A O R I E Z U R D P C
S A G M F R L E S C U D O E B N
H O Q I J I D P E O R D S C N A
X U L W T L O K V S W O N R B R
Y Y E N Z A L E M P I R A Q B F
Q U E T Z A L K C E D I L U I C
V R O P N L A M F G H I D N E J
S Q U A N O R K I W V X Z D Y A
R I A L M A R K K A B R U B L E
C O L O N E D F R C A T E S E P
O S Y L I M A R K O R A C H M A
R J G I C N G U L T R U M R H G
D S U C R E B Y D I N A R U M L
O K I H E D Z A E X K I P P I Y
B A L B O A G N I R O L D E N T
A L D F V N O W S U R E P E J O
N M E G O R Y U A R V K A V E L
P O R D K G U A R A N I Q O K Z
  
```

Go Global: Read! Countries Word Search

```

A C U N I T E D S T A T E S U I K
P L K O R E K C X V U B N D D C A
O P X R A L A A F I S R A E L M B
C V B W Q N D N O R T K O B G A L
P F R A N C E A L G R E E C E J E
U I D Y B M N D U Y I R E L A N D
I N D I A S M A T E A V C Q A I A
P L Q W M B A J K S W E D E N Q I
B A C J P O R J A P A N E D I Q S
U N I T E D K I N G D O M K H V S
C D A C I R F A H T U O S B C D U
B L K S A U D I A R A B I A Z X R
V I E T N A M A I L A R T S U A K
K A G E R M A N Y N I A P S D C V
L P O L A N D Q W E R Z T Y U O V
K S T P O R T U G A L I N T U P E
N B C D K I O R X A S L T Y P W Q
  
```

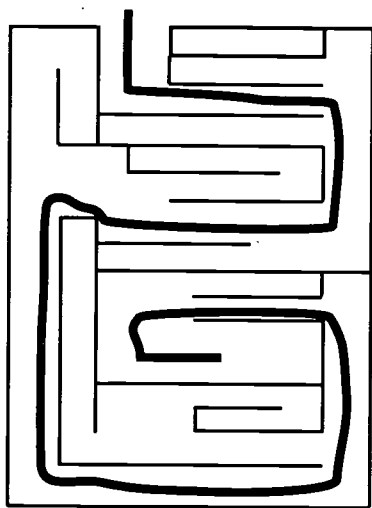
Happy Birthday Around the World

1. d 2. a 3. e 4. g 5. h 6. f 7. i 8. c 9. b

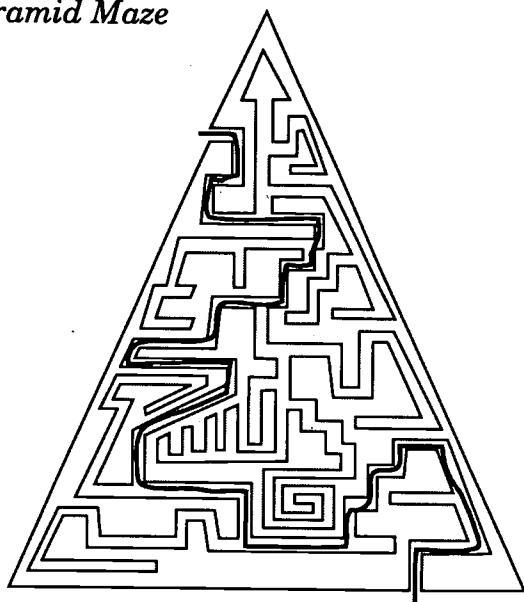
International Signs

1. H, 2. D 3. J, 4. K, 5. C, 6. A,
7. B, 8. L, 9. E. 10. G 11. I 12. F

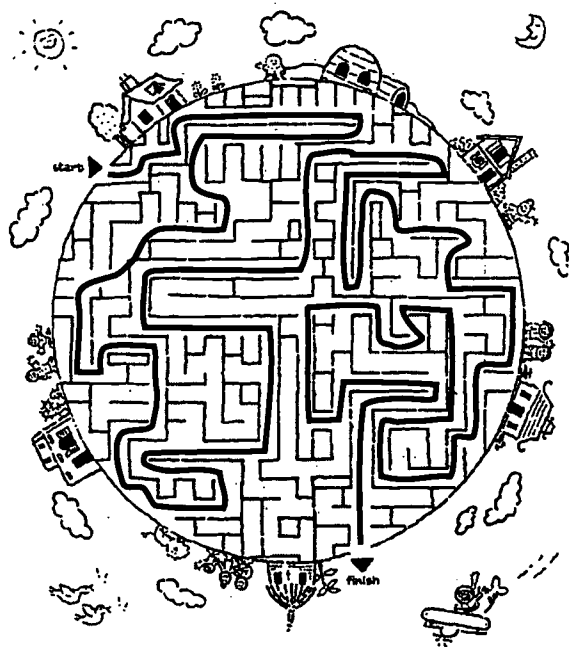
Cruise Ship Maze



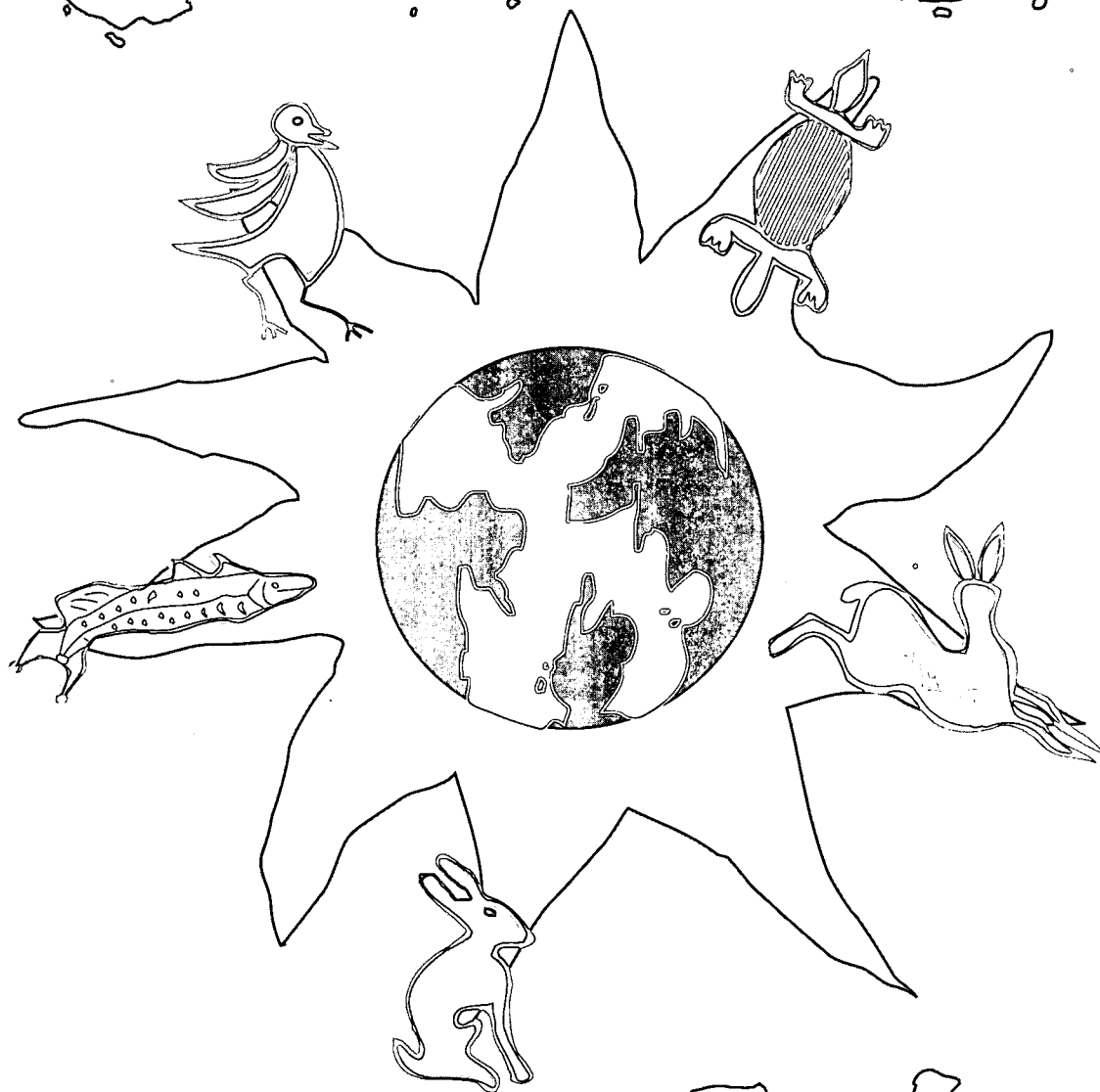
Pyramid Maze



Amazing World Maze



CHAPTER

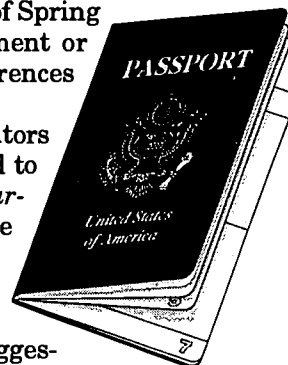


FIVE

Performers' Roster

The groups and individuals listed in this chapter are arranged alphabetically by the first major word of the name of their performance or by the last name of the contact person. Cross references are provided as necessary. Information was current as of Spring 1998. Inclusion in this manual does not constitute an endorsement or promotion of any individual or group listed. Direct contact with references is strongly advised.

Librarians interested in inviting Wisconsin authors and illustrators to make presentations or appearances at their library are advised to first consult the current edition of the *CCBC Resource List for Appearances by Wisconsin Book Creators*, published by the Cooperative Children's Book Center. This directory has entries for more than 80 authors and illustrators of books for young people, presenting information about their published works and about the types of appearances they are willing to make. It also provides practical suggestions about all phases of arranging such programs. For information on obtaining a copy, contact the Cooperative Children's Book Center, 4290 Helen C. White Hall, University of Wisconsin-Madison, 600 North Park Street, Madison, WI 53706; (608) 263-3720.



Ace Willie Entertainment

Contact	Bill Litzler, 1341 McKinley Avenue, Beloit, WI 53511; (608) 362-7566
Description	Litzler's presentation is a fast-paced magic show ranging from 30 to 45 minutes. Balloon sculpture hats and animals, comedy, and audience participation are woven throughout the performance. He can adapt the shows to fit the needs of any group. Litzler also is available to appear at grand opening functions and other special occasions.
Performing area	Adapts to situation
Fee	Varies for group and distance
Travel range	Negotiable
References	Door County Library, Sturgeon Bay; Janesville and Kenosha public libraries

Actors All Participation Theater

Contact	Judy Weckerly, 3801 Jay Court, Stevens Point, WI 54481; (715) 341-7323
Description	Actors All is participation theater. It is designed especially for children and young people, offering them the opportunity to experience the magic of performing. The performers act out familiar nursery rhymes, fairy tales, fables, and plays. Each actor becomes a character on stage with the help of a hat, cape, and prop. Actors All invites young people to perform spontaneously and helps them develop acting skills while a play is in progress.
Fee	\$75 for a 45-minute performance plus \$.40 per mile from and to Stevens Point
Travel range	Within a two-hour drive of Stevens Point
References	Antigo, Cashton, Iola, Kimberly, Kohler, Manitowoc, Marshfield, Nekoosa, Pittsville, Rothschild, Spencer, Waupaca, Wausau, and Westfield public libraries; T.B. Scott Free Library, Merrill; Charles White Library, Stevens Point

Kevin Adair: Live on Stage!

Contact	Adair Performance, 1632 South Indiana Avenue, #709, Chicago, IL 60616; (888) 45-ADAIR
Description	Adair's programs combine comedy, storytelling, juggling, magic, positive messages, an emphasis on reading, and amazing audience interaction. His "Go Global: Read! Show," is all new for 1999. It complements his other theme-based presentations on mysteries, cowboys, jesters, and holidays. They are suitable for preschool through junior high audiences and mixed-age family audiences. Adair also leads workshops, walks on stilts, and mimes.
Performing area	Flexible, indoors or outdoors
Fee	Negotiable depending on size and budget of library; reduced fees for multiple bookings
Travel range	Nationwide
References	Fort Atkinson and Kaukauna public libraries; Glen Ellyn (IL) Public Library, and Nappanee (IN) Public Library

All-Star Magic Revue

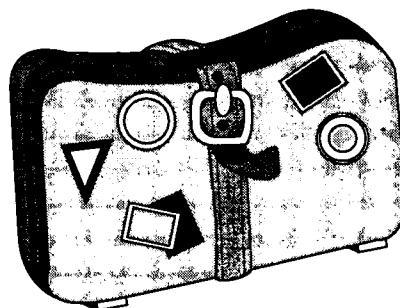
- Contact** Dick De Young, Van Treek Trail, Route 3, Sheboygan Falls, WI 53085; (920) 467-8414
- Description** This complete, family-style magic revue includes live animals and birds, audience participation, lights, and costumes. The colorful, fast-moving show is filled with illusions, comedy, music, and mystery. There are seven in the troupe and an eight-foot Magic Rabbit for warm-up. Free brochures and references are available on request. The show also can be used as a fund raiser.
- Performing area** 15 feet by 20 feet, with 10 feet between performers and audience; entirely self-contained, providing own lights, scenery, speakers, and other equipment
- Requirements** Three hours set-up time; scheduling as far in advance as possible
- Fee** \$195 to \$500; price break for more than one show in the same place
- Travel range** 150-mile radius; farther by special arrangement, which includes overnight accommodations for crew
- References** Rhinelander District Library; Mead Public Library, Sheboygan; Eastern Shores Library System; Banning School, Waukesha; Maple Grove School, Greenfield

Rick Allen—See *Bingo the Magical Clown*

Richard Alswager—See *Bingo the Magical Clown*

Muriel Anderson, Guitarist

- Contact** Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
- Description** Anderson is an award-winning professional guitarist who shares her gift of music with audiences of all ages. From the Chicago Symphony to the Grand Ol' Opry, her style and repertoire have won acclaim. Anderson's programs demonstrate many different guitars and varieties of music, showing the instrument's full realm of possibilities. A sing-along and question period always end the program.
- Requirements** Chair, table, electrical outlet, two microphones with boom stands
- Fee** \$375 for one program, \$500 for two
- References** Elmhurst (IL) Public Library



Animal Encounters Presents Robert James

- Contact** Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
- Description** James is a zoologist, teacher, entertainer, and author. During his presentations, he carries live zoo animals, such as a porcupine, alligator, hedgehog, bat, and snake, through the audience so that all can meet and pet the animals as he talks. He presents a multitude of facts to dispel many animal myths and can tailor his presentation to the age level of the audience.
- Performing area** Indoors preferred; no auditoriums with built-in seats, please
- Requirements** Electrical outlet may be needed in some venues
- Fee** \$400 for one program, \$500 for two
- Travel range** Nationwide
- References** Jefferson and Whitewater public libraries; Winding Rivers Library System

Art for Pete's Sake

- Contact** Ellen Rosewall, 1810 Sugar Place, DePere, WI 54115; (920) 336-9801; fax, same as phone; rosewall@netnet.net
- Description** Rosewall manages a wide range of musicians and specialty performers; contact her for additional information and details. Among those she represents are Fritz Schuler (who sings and uses historic instruments to bring history to life with songs of work, play, and life); Judy Stock (who specializes in folk instruments from around the world such as balalaika, guitar, banjo, isoka, penny whistle, nose flute, spoons, and washboard); and Bob Wilson (who does a 45-minute, one-man show portraying President Harry Truman).

Art in a Suitcase

- Contact** Mary Tooley, 12505 Lake Shore Road, Cleveland, WI 53015; (920) 726-4900
- Description** Art in a Suitcase presents "A Global Safari" for the summer of 1999. We'll travel around the globe and highlight a special animal from each continent. In addition, Art in a Suitcase has many programs available on individual countries such as Australia, Egypt, Japan, Mexico, Russia, and more! All programs include delightful folk art, puppets, and artifacts. A drawing project follows, for which markers and paper are provided.
- Fee** \$85 to \$135, varies with location and size of group; price breaks for more than one performance in an area
- Travel range** Statewide
- References** South Central and Waukesha County library systems

The Art of Storytelling; The Art of Paper Folding

- Contact** Art Beaudry, 2723 North 90th Street, Milwaukee, WI 53222; (414) 453-8617
- Description** A one-hour program, adaptable for all ages, combines storytelling and paper folding. Children learn to fold one model. For origami, the audience is limited to 50.
- Requirements** A chair for storytelling; adult help necessary for origami programs
- Fee** \$90 plus mileage, \$160 for two programs back to back
- Travel range** Statewide
- References** Brookfield, Greendale, Greenfield, Madison, and Rhinelander public libraries

Artist Management, Inc.

- Contact** Sandra Stanfield or Lynn Burns, Artist Management, Inc., P.O. Box 346, Mount Horeb, WI 53572; (608) 437-3440, fax (608) 437-4833
- Description** Artist Management, Inc., provides performers, educators, and motivational speakers to schools and libraries for special programs, assemblies, inservice teacher training, residencies, and workshops. Performers are available for summer library programs and for events throughout the school year. Many programs emphasizing cultural diversity are available. Contact Artist Management, Inc., for additional information and details.

Artists of Note, Inc.

- Contact** Joann Murdock, P.O. Box 11, Kaneville, IL 60144-0011; (630) 557-2742 or (800) 525-4749, jmurdock@mcs.com; www.mcs.com/~jmurdock/artists/ofnote.html
- Description** Artists of Note represents more than a dozen performers in the folk arts, storytelling, theater, children's theater, acoustic music, and dance. Contact Murdock for a descriptive brochure and further details.

Margo and Jerry Ashton, International Puppeteers

- Contact** Margo and Jerry Ashton, Puppets Unlimited, 1325 Berwick Boulevard, Waukegan, IL 60085-1543; (847) 336-9247
- Description** These puppeteers present 45-minute programs for children and adults using brightly colored 30- to 36-inch-high marionettes they have made themselves. The marionette show, "Circus on Strings," emphasizes games, recreation, and fitness. In "Rock around the Barnyard," children make sounds to match farm animal hand puppets. In "Rock around the World," puppets visit various countries and depict special-occasion music and dances. Write for information about additional programs. One-hour workshops also are available at additional cost.
- Performing area** 12 feet by 12 feet; minimum of 8-foot ceiling height
- Requirements** Electrical outlet
- Fee** \$200 for one show, \$100 for second show in same location (negotiable), \$25 per 100 miles of travel
- Travel range** Nationwide
- References** Sheboygan Falls Public Library; Arlington Heights (IL), Orland Park (IL), and Park Forest (IL) public libraries



The Atwood Players

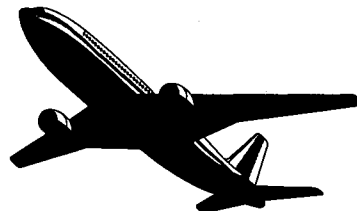
Contact	Alan or Mary Ellen Atwood, 3141 North 79th Street, Milwaukee, WI 53222; (414) 873-2281
Description	Several 35-minute plays are available. "The Fisherman and His Wife"—in which slapstick comedy and a timeless moral are interwoven—has a giant picture book set. "Mystery" is a choose-your-own-adventure story, in which a detective leads the children on a clue hunt. "African Fables" are Anansi the Spider Man stories. "The Lion, the Witch, and the Wardrobe" is a fast-paced retelling of this literary classic. "Good Morning Spring" is a fun-filled story of caterpillars, butterflies, and nature.
Performing area	12 feet deep by 15 feet wide
Requirements	Minimal help to unload, set up, and take down simple sets
Fee	\$250 for "The Lion, the Witch, and the Wardrobe," others \$225 per show, \$340 for two performances of the same play on the same date at the same location; <i>fees definitely negotiable</i> ; travel fee outside Milwaukee County
Travel range	100 miles outside of Milwaukee
References	Columbus, Elm Grove, Franklin, Greendale, Sheboygan, and Shorewood public libraries

Jesu Avila — See *Ballet Folklorico*

Janice Baer—See *Mama Baer*

LaVerne Bakkom—See *LaBak, The Magician*

Bob Baldwin—See *Baldy the Magnificent; Professor H.T. Marvel's Medicine Show; Traveling to Russia with the Story Fool*



Baldy the Magnificent, Humble Clown Extraordinaire

Contact	C.R.C. Productions, 7211 Elmwood Avenue, Middleton, WI 53562; (608) 831-1263 or (800) 710-1849; crcproductions@geocities.com; www.geocities.com/~crcproductions
Description	Two programs are available for the summer library program. "Baldy the Magnificent Extravaganza" is one of the fastest hours you will ever spend. Baldy bounces from physical comedy to juggling to magic while singing, dancing, and keeping the audience (both children and adults) in stitches. Highlights include bean bag chair juggling, a death-defying tightrope act, and the production of a bunny. His "Puttin' on My Face at Your Place" show has been completely revised and has a new script and new music. Even if you have had the show before, investigate this new version. The makeup part of the show is 20 minutes long, and the remainder presents elements from his extravaganza show.
Performing area	Minimum 10 feet by 15 feet (minimum 9-foot ceiling for bean bag juggling); ideally suited for outdoor performance
Requirements	Electrical hookup; for outdoor shows the performer brings a circus-style wagon and a generator
Fee	\$175 plus mileage; discounts for multiple bookings and other reasons; please inquire
Travel range	Unlimited
References	On request

Ballet Folklorico

Contact	Jesu Avila, 2857 Warner Street, Madison, WI 53713; (608) 273-2945
Description	Ballet Folklorico takes children on a trip to various states in Mexico to enjoy music, dance, and costumes. At least four members of the dance troupe will appear in performances for public libraries. The dances include traditions from the ancient Aztec civilization to contemporary Mexican cultures. Beautiful costumes swirl with color as the dazzling performance unfolds. While some members change costumes, explained the upcoming dance is made. If arrangements are made well in advance, a piñata can be included as part of the program. Children can then participate in this favorite party activity of Mexican children using the traditional songs and dance that are part of the excitement in Mexico.

Performing area	Space for four or more people to demonstrate traditional dances, microphone, dressing room near performance area for costume changes
Requirements	Electricity
Fee	\$550 plus mileage for a one and one-half hour show
Travel range	Statewide
References	Stoughton Public Library; South Central Library System

Ballet Folklorico Mexico

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	In presenting authentic regional dances of Mexico, Ballet Folklorico transcends barriers of language and cultural influences to bring new and enriching perspectives to its audiences. The four or five dancers interpret traditions of many centuries with exciting dances, dramatic music, and brilliant costumes. The performers provide their own sound system.
Performing area	12 feet by 12 feet minimum; dressing room
Fee	\$595 for one performance, \$850 for two
Travel range	Worldwide
References	Brown County Library, Green Bay; Chappell Elementary School, Green Bay

The Balloon Guy

Contact	Adam Frey, 7198 Riles Road, Middleton, WI 53562; (608) 827-0299; adfrey@students.wisc.edu
Description	No matter what state, country, or culture you are from, a balloon can make you smile and feel like you're on top of the world. Frey's program is the result of studying, performing, and perfecting the skill of balloon sculpture for years. He has wide experience, having appeared more than 150 times in 1997 in a wide variety of shows. He is ready to fit your needs to insure a wonderful time for all. The Balloon Guy makes balloon hats, animals, toys, airplanes, and whatever else a child can dream up. He guarantees audiences will see things done with balloons they never imagined before. The programs can be tailored for any amount of time, space, and size of audience.
Performing area	Very flexible, indoors or out; prefers audience to be seated in a semicircle
Fees	Negotiable and competitive; reduced fees for multiple bookings
Travel range	Statewide
References	Monona Public Library; Dane County Library Service; East Madison Community Center; additional references available upon request

Ken Baron: Children's Music Extravaganza

Contact	Ken Baron, 5019 North Bay Ridge Avenue, Whitefish Bay, WI 53217; (414) 332-9235
Description	Baron performs a program of original music and familiar standards for children ages three through 12. He accompanies himself on guitar and banjo. Designed to be both entertaining and educational, his songs invite either vocal or physical audience participation. His standard show includes "The Bubble Song," in which he uses a bubble machine to fill the air with bubbles, and "Steam Train," in which children are invited to get on board as the train meanders through the library. The show also features traditional songs and Disney movie favorites. Baron holds a master's degree in education and a bachelor's degree in theater and is a substitute music teacher in the Milwaukee School District. He has been elected to membership in the American Society of Composers and Publishers (ASCAP), and his songs have been recorded by nationally known recording artists such as Sesame Street's Bob McGrath. Call or write for a brochure.
Performing area	Indoors or outdoors
Requirements	Electrical outlet
Fee	\$150 plus mileage; \$100 for additional shows in same area
Travel range	Southeastern Wisconsin
References	Brookfield, Eagle, Hartland, Mukwonago, Muskego, St. Francis, Sussex, and Twin Lakes public libraries; Arrowhead Library System; Milwaukee Art Center; Milwaukee County Zoo; Summerfest

Be a Friend

Contact	Leotha Stanley, P.O. Box 3431, Madison, WI 53704; (608) 273-2006 (business phone); (608) 271-0066 (Beverly Hairmerl, booking agent)
Description	Stanley is a musician, composer, author, and performer who takes his audience on an hour's trip through time focusing on the history of African American music. He highlights blues, jazz, gospel, rap, and spirituals using his own compositions and arrangements. Through his music he conveys messages of peace and getting along with one another, messages about being a friend. He can perform alone or, if requested, bring along his Be a Friend Singers (from grades 4 through 12). Stanley's book <i>Be a Friend: The History of African-American Music</i> and its accompanying music cassette was published in 1994 by Zino Press.
Performing area	8 feet by 10 feet minimum
Requirements	110 volt electrical outlet for keyboard
Fee	\$375 plus mileage for solo performance; \$550 for Stanley and Singers plus mileage
References	Madison Public Library; South Central Library System



Art Beaudry—See *The Art of Storytelling; The Art of Paper Folding*

Ruthanne Bessman—See *Joy of Origami*

Bingo the Magical Clown

Contact	Richard Alswager, 3711 South 86th Street, Milwaukee, WI 53228; (414) 543-7223
Description	"Flight of Hand" is a clown, comedy, and magic show with live doves and a rabbit. Bingo invites the audience to participate in a 35- to 40-minute performance suitable for preschool through middle-school children. When he performs as a magical entertainer rather than a clown, Alswager uses the name Rick Allen and presents "History of Magic!"
Performing area	Minimum of 8 feet by 8 feet
Requirements	Electrical outlet
Fee	\$150 plus mileage; discounted rates for several libraries in one area coordinating program plans
Travel range	Statewide
References	Greendale, Shorewood, and Whitefish Bay public libraries; Lakeshores Library System

Bob Bohm, Magician

Contact	Bob Bohm, 1234 Grove Avenue, Racine, WI 53405; (414) 637-2332
Description	"Magic Goes Global" is the title of Bohm's exciting and educational 1999 magic show. In this 30- or 45-minute show, Bohm performs magic from around the world. Watch and be amazed as he does the East Indian Rope Trick or the magic of the Chinese Rice Bowls. Don't miss his mysterious Planet Earth Floating Globe. The show also includes the famous Sawing-a-Librarian-in-Half illusion. Throughout his performance Bohm emphasizes the importance and fun of reading. The show is captivating, entertaining, and educational. Bohm's rapport with children comes from more than 20 years of performing at recreation centers, schools, and libraries.
Performing area	Minimum 10 feet by 15 feet
Requirements	Electrical outlet within 25 feet
Fee	30-minute show \$150, \$125 each additional show; 45-minute show \$200, \$150 each additional show; mileage for first 70 miles round trip is included, \$.32 charged for each additional mile
Travel range	150-mile radius of Milwaukee
References	Kiel, Madison, Marshall, and New Holstein public libraries; Lakeshore Library System

Kathy and Kevin Boyles—See *KB Magical Productions*

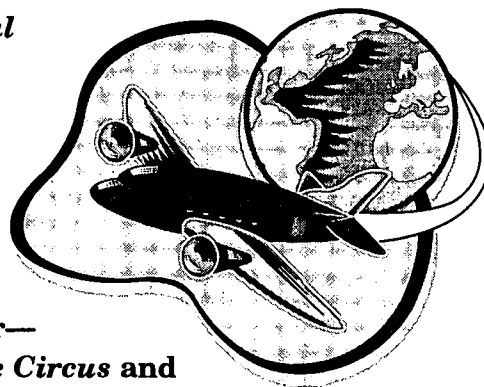
Debbie Brown—See *Once upon a Puppet*

Warren Brown—See *Catch the Twain!*

Judy Busack—See *Judy Farrow-Busack*

Calamity Jane with Laura Ingalls Wilder—

See also Dotty's Sunshine Circus and Jane Swiggum: Goin' Global Tour



Contact	Jane Swiggum, 2206 14th Avenue, Monroe, WI 53566; (608) 325-9204
Description	Clad in faux buckskin, Calamity Jane (Swiggum) and Laura (Natalie Whitehead), wearing prairie dress, take you back to the "wild midwest" of the late 1800s. See Calamity rope, spin, and bullwhack. Hear Laura play prairie songs on a lap harp and tell of pioneer life and her famous Little House books. Audience participation includes a spelling bee, a trail bear hunt, panning for gold, and a sharpshooting demonstration. Hear, too, about the first continental railroad, Wild Bill Hickock, Buffalo Bill and his Wild West Shows, cowboys, and the Black Hills Gold Rush. Suitable for grades kindergarten through six and for adults.
Performing area	Approximately 10 feet by 12 feet, indoors preferred
Requirements	Electrical outlet
Fee	\$175 plus mileage; reduced rates for multiple bookings
Travel range	Southern and central Wisconsin
References	South Central Library System; Argyle, Benton, Hales Corners, Juda, and Monroe elementary schools; Clown Hall of Fame, Milwaukee

Linda and Phil Calkins

Contact	Creative Educational Alternatives, P.O. Box 1542, Melrose Park, IL 60161; (800) SONG-221; www.tot-rock.com
Description	"Songs in Motion" is a positive music experience for preschool through second grade children. It is educational, morale-boosting, and packed with fun. Shows teaching conflict resolution, drug prevention, self-esteem, and gang prevention are also available. Call for detailed information on fees and requirements.
Travel range	Wisconsin, Illinois
References	Roosevelt Elementary School, Plover; Nathan Hale Intermediate School, Crestwood, IL

Jeff Carpenter—See *Mr. C. Story*

Alden R. Carter, Writer

Contact	Alden R. Carter, 1113 West Onstad Drive, Marshfield, WI 54449; (715) 389-1108; acarterwriter@tznnet.com ; www.tznnet.com/busn/acarterwriter
Description	Author of eight award-winning novels, 20 nonfiction books, and two picture books for children and young adults, this former teacher offers programs for all ages. Sample programs include "I Couldn't Be Batman, So I Became a Writer" (kindergarten - grade 5); "Dreams on Paper: The Creative Process" (grades 6 - 12); "Hooked on Reality: Writing Nonfiction" (grades 6 - 12); "Of Curve Balls and High Heat: Writing a Sports Novel" (grade 6 - adults); and "And It Looked so Easy: The Frustrations of Writing and Photographing a Children's Book" (adults).
Fee	\$500 to \$800 depending on travel and number of presentations; negotiable
Travel range	Unlimited
References	Eau Claire, Hartland, Lake Geneva, Marshfield, Wausau, and Wheatland Center school districts

Catch the Twain!

- Contact** Warren Brown, 404 Winnebago, Park Forest, IL 60466; (708) 481-6701; wrbszygy@aol.com
- Description** Brown's "Catch the Twain!" portrayal of Mark Twain is storytelling that promotes literacy and literature. He feels the best way to learn history is to meet the people who made it. Discover and travel the world by listening to Twain's humorously inspiring exploits and global adventures. Interact with the great storyteller, writer, and humorist. Authentic characterization and stories of Twain are tailored to the age of each audience and his programs are suitable for kindergarten-age children through adults. General open discussion, entirely in character, follows each performance. Programs and bookmarks are included in his fee. Workshops also are available
- Performing area** Flexible, indoors or out
- Requirements** Audio for groups of more than 100
- Travel range** Statewide
- Fee** Negotiable; \$300-\$1,500; reduced fees for multiple bookings in the same area.
- References** Homewood (IL) Public Library; Alliance Library System, Peoria, IL; Marian Catholic High School, Chicago Heights, IL; Polaris High School, Oak Lawn, IL

Cheney and Mills

- Contact** Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
- Description** This husband-and-wife team has presented comedy shows for more than 13 years. They are available year-round. Some juggling is incorporated in their vaudeville-style comedy act. A second show, "Mascapades," presents oversized white masks that are transformed into familiar and endearing creatures. Shows last approximately 45 minutes.
- Performing area** 12 feet by 12 feet minimum
- Requirements** 30-minute set-up time, 15-minute strike time; 5- or 6-foot aluminum ladder, two music stands, one large clean garbage can, one boom microphone if possible
- Fee** \$395 for one show, \$595 for two back-to-back in same location
- Travel range** 70-mile radius of Madison
- References** Plain Public Library; Fountaindale Public Library, Bolinbrook, IL

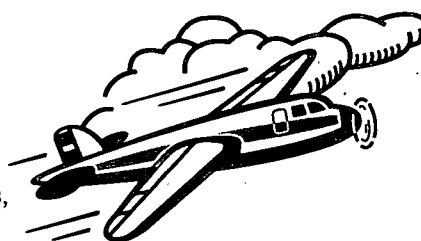
Chicago Rose—See *Windi the Sailor*

Tom Clark

- Contact** Tom Clark, 6861 Third Avenue, Kenosha, WI 53143; (414) 652-5194
- Description** Clark is an award-winning primary school teacher. His program includes stories from many cultures, including Pedro Urdemales (trickster) stories he collected on a grant-supported story gathering trip to Chile. He uses participation tales and music to weave stories into a delightful international program that will captivate audiences of all ages.
- Performing area** Adaptable
- Requirements** Glass of water, chair
- Fee** \$150 first performance, \$100 each additional performance in the same area on the same day
- Travel range** Open
- References** Hartford Public Library; Duerrwaechter Memorial Library, Germantown; Door County Storytelling Festival

Class Act, Performing Artists and Speakers

- Contact** Rosemary Hable, Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.classact.com
- Description** Class Act represents twenty performers, some of whom are included in this roster. Call or write for illustrated descriptive brochure.



Robbie Clement: Music, Comedy, Storytelling

Contact	Robbie Clement, P.O. Box 165, Madison, WI 53701; (608) 423-3095
Description	Go global with Clement's "Read around the World" program. Vacation along and enjoy folk songs and stories from around the world featuring guitar, banjo, and audience accompaniment. Celebrate the family of woman and man with activities and games from around the globe. Sing and share the excitement of exploring the many colors that make up our rainbow world. Then join in the fun of remembering that we are all a family under one sky.
Performing area	Indoors or outdoors
Fee	\$150 plus mileage; discounts available for multiple bookings
Travel range	Statewide
References	Arrowhead, Lakeshores, Northern Waters, South Central, Winding Rivers, and Winnefox library systems

The Clever Storyteller (La Cuentista Lista)

Contact	Kay Weeden, 126 Manilla Street, Stoughton, WI 53589; (608) 873-4668
Description	You can say hello or sing a song in seven different languages at this multilingual presentation where audience participation is a must. La Cuentista Lista (The Clever Storyteller) introduces books and stories, songs and expressions from many cultures; with the help of the listeners, she spins a tale whose direction and ending is determined by them. Throughout the hour-long program she uses Spanish, French, Japanese, Norwegian, German, British English, and American English. This provides an opportunity for the audience to learn new vocabulary and reap the benefits of the rich folklore and traditions of other countries. It is definitely a program that shatters the "silencio en la biblioteca" theory! Weeden has taught elementary through high school Spanish for more than 10 years. She focuses on ways to expose others to foreign languages, their prevalence, and their importance through reading, songs, and expressions. In addition, she provides Web site addresses for enjoyment of the languages. This is a dynamic and exciting program for both children and adults. Her programs are available year-round and can be adapted to various themes.
Performing area	Flexible, front area of room
Requirements	Table for props and books
Fee	\$100 per program plus mileage
Travel range	Within 75-mile radius of Madison; additional fees for further travel
References	Stoughton Public Library; Stoughton School District

Walter Craft

Contact	Walter Craft, E17900 Scenic Drive, Fall Creek, WI 54742; (715) 877-2845; e-mail: troubodor@aol.com
Description	In "Old Man River," Craft presents songs and stories from his 40 years of travels. His voice is as deep and rich as the Great Lakes and his knowledge of musical history is as wide as the Mississippi River. His stories from other times and places help children bridge the gap between generations past and the world of today. "Radioactivity" is a specialty program that takes the songs and stories kids collect from their grandparents to the local radio station to be broadcast over the radio waves. Craft plays guitar, harmonica, and Lakota courting flute. He also tells a mesmerizing story with a rainstick.
Performing area	Flexible, indoors or out
Fee	\$200 for one program, \$275 for two, \$350 for three
Travel range	Statewide
References	Rothschild School District; Summer Arts Program, Green Bay; West Allis Western Days

Dave Herzog's Marionettes

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com ; www.class-act.com
Description	"Dave and Sue's Stars on Strings" is a complete theater in miniature. This fast-paced musical variety show features more than 20 marionette performers. Jugglers, acrobats, aerialists, "Mousy Kerrigan" the skater, "Ropespierre" the tightrope walker, and many other exciting characters round out this musical cabaret on strings. Available year-round. Inquire about other shows.

Performing area	15 feet by 15 feet with an 8-foot minimum ceiling clearance; stage preferred, but if not available the performers can furnish a raised platform
Requirements	60-minute set-up time, 45-minute strike time; electrical outlet
Fee	\$375 for one show, \$550 for two shows back-to-back in same location
Travel range	Statewide
References	La Crosse County Library

David Dall and Friends

Contact	David Dall, P.O. Box 1433, Rhinelander, WI 54501-1433; (715) 272-1331
Description	Dall and his friends Mr. Guitar, Ms. Strings, and Baby Guitar perform a variety of humorous audience-participation songs. The show also includes skits involving the audience, storytelling, and character portrayals. A kindergarten teacher in Rhinelander, Dall holds a bachelor's degree in elementary education. He has recorded his original songs on a cassette titled <i>Music Is a Friend of Mine</i> . In addition to his standard presentation, Dall also has prepared a special "Go Global: Read!" performance that combines his musical talents with the expertise of professional dancer and instructor Jules O'Neal. Both programs have been designed to be dynamic, energizing, and appealing to children and adults.
Performing area	Flexible; outdoor programs possible
Requirements	May use a public address system if available, but not essential; electrical outlet if sound system is used; a small table and several chairs or stools for props
Fee	\$125 plus \$.20 per mile; a 15 percent discount of overall costs for multiple bookings
Travel range	Statewide
References	Cadott, Cambridge, Ladysmith, New Lisbon, Rhinelander, and Sparta public libraries; D.R. Moon Memorial Library, Stanley; Early Childhood-Head Start Center, Merrill; Northwoods Head Start, Eagle River

Doug Davis—See *Doug the Jug*

Casey Day and Greg Matysik, Musicians

Contact	Greg Matysik, 573 East View Road, Verona, WI 53593; (608) 262-1912
Description	Day and Matysik will urge you to Go Global: Read! this summer with many wonderful folk stories and songs about different cultures. They offer a wide variety of festive songs and stories, many of which they have written themselves. They play acoustic guitars, mandolin, and harmonica; they sing traditional, folk, popular, and original music. Day and Matysik involve the audience in their performances and leave them singing, reminiscing, and smiling. They have more than 14 years of experience performing for children, youth, and families and have performed in more than 15 Wisconsin libraries.
Performing area	Very flexible
Requirements	Electrical outlet for large groups; provide own sound system
Fee	\$125; price breaks available for multiple presentations; travel expenses charged beyond South Central Library System
Travel range	Statewide
References	Cambria, Portage, Reedsburg, and Verona public libraries; East Elementary School, Antigo; Sugar Creek Elementary School, Verona

Department of Liberal Studies and the Arts

Contact	Professor Harv Thompson, Liberal Studies and the Arts, 729 Lowell Hall, 610 Langdon Street, University of Wisconsin-Madison, Madison, WI 53703-1195; (608) 263-7787, fax (608) 265-2475, harv.thompson@mail.admin.wisc.edu; www.dcs.wisc.edu/lsa
Description	The 1997-98 Wisconsin Theatre Directory, which lists all Wisconsin theater organizations with contact names and telephone numbers, is available for \$5 from the above address. For theater resource information, contact Thompson.

Janice DeSpears—See *Pinwheel the Clown*

Dick De Young—See *All-Star Magic Revue*

Jean-Andrew Dickmann—See *Storylore*



Alex Bruce Dicker

- Contact Alex Bruce Dicker, 1341 North 31st Street, Sheboygan, WI 53081; (414) 456-6154
- Description Dicker presents magic with a message. Choose from any of his themed shows such as the anti-drug focused "Say No Magic Show," the self-esteem focused "I Like Me Magic Show," "Stop, Look, and Listen Safety Magic Show," or "Reading is Fun Magic Show." Non-theme shows and custom-theme shows also are available. His approach is to make education more fun and valuable by letting children visualize what they are learning.
- Fee \$175; price breaks for more than one performance in an area
- Travel range Statewide
- References Cedar Grove, Kohler, and Random Lake public libraries

Dotty's Sunshine Circus—See also Calamity Jane with Laura Ingalls

Wilder and Jane Swiggum: Goin' Global Tour

- Contact Jane Swiggum, 2204 14th Avenue, Monroe, WI 53566; (608) 325-9204
- Description With her "Sunshine Circus under the Little Big Top," Swiggum appears as Dotty the Clown assisted by 6-year-old Kitty the Clown. The show is designed to educate and entertain with music, trivia, magic, ventriloquism, storytelling, and audience participation; it includes information about historical circus sites and traditions. Specific acts are chosen to meet library needs and audience age level; promotional materials are provided. Suitable for grades kindergarten through 6 and for adults.
- Performing area Approximately 10 feet by 12 feet, indoors preferred
- Requirements Electrical outlet
- Fee \$175 plus mileage; reduced rates for multiple bookings
- Travel range Central and southern Wisconsin
- References South Central Library System; Argyle, Benton, Hales Corners, Juda, and Monroe elementary schools; Clown Hall of Fame, Milwaukee

Doug the Jug

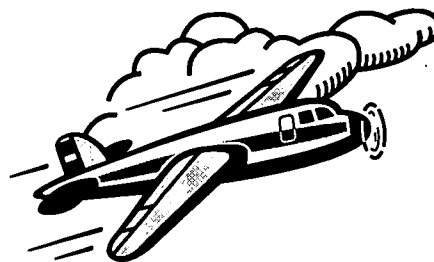
- Contact Doug Davis, 967 Yuma Circle, Stoughton, WI 53589; (608) 873-4660
- Description Doug the Jug's "New Vaudeville Extravaganza" is a juggling, magic, and musical delight. It celebrates the days of vaudeville. Hat manipulation, cigar box stacking, plate spinning, and music from the films of Charlie Chaplin will transport audiences to the vaudeville era. Audience participation is encouraged throughout the 45-minute program.
- Performing area 8 feet by 10 feet
- Requirements 30 minutes set-up time
- Fee \$200 plus mileage; discount for more than one program in the same area
- Travel range Statewide
- References South Central Library System, Wisconsin Valley Library Service

Dr. Hal, Exploring the Global Soundscape

- Contact Dr. Harold S. Kacanek, 1317 Guthrie Road, Waukesha, WI 53186; (414) 547-5402; fax (414) 547-4443; drhal@mke.earthreach.com
- Description As a musician, world traveler, and professional educator, Dr. Hal delivers a powerful message that listening to the sounds people and cultures make is an important key to understanding them. He demonstrates exotic and homemade musical instruments, artifacts, field tapes, and slides from his extensive travels. "Exploring the Global Soundscape" is both educational and entertaining and includes audience participation. Call for brochures and additional references.
- Performing area Dependent on the size of audience and amount of activity desired
- Requirements One 2-foot by 6-foot table, projector table, electrical outlet
- Fee \$200 plus mileage outside Milwaukee/Waukesha area; \$75 per diem additional beyond 200-miles round trip; call regarding possible per diem reductions and reduced fees for multiple bookings
- Travel range Unlimited
- References Hartford and Waukesha public libraries; Brookfield Academy; Milwaukee Jewish Day School; Pewaukee Lake Early Learning Center; Cushing Elementary School, Delafield; Wisconsin Alliance for Arts Education

David HB Drake

- Contact** David HB Drake, 810 South 37th Street, Milwaukee, WI 53215-1023; (414) 383-3355; wi-sing@execpc.com
- Description** "What a Wonderful World" teaches the beauty of the world and the people in it. It is designed to enhance the 1999 Go Global: Read! theme. Drake presents songs and stories that teach peace on earth, better understanding of our neighbors, and our place in the sun. His program goes global as he sings of people and creatures in other lands, including some songs in other languages, and our connection to this world. The songs are accompanied on guitar, banjo, concertina, dulcimer, and Native American flute. Drake has performed for The World Singout for Peace, Lanterns for Peace, Greenpeace, and Earthday events and has served aboard the environmental education sloop Clearwater. His songs show us that we're "all in the same boat" on this spaceship called Earth. His programs are available year-round and cassettes of his music are available.
- Performing area** Large open space or outdoors (weather permitting)
- Requirements** Electrical outlet
- Fee** \$125 per show; mileage charged beyond 100-mile radius of Milwaukee
- Travel range** Statewide
- References** Almond, Baraboo, Fox Lake, Horicon, New Holstein, Prairie du Sac, Spring Green public libraries; Portage County Library (Stevens Point)



Danielle Dresden—See *Tap-It /New Works*

Mark Dvorak: Old Songs and New People

- Contact** Joann Murdock, Artists of Note, P.O. Box 11, Kaneville, IL 60144; (630) 557-2742 or (800) 525-4749; jmurdock@mcs.com; www.mcs.com/~jmurdock/mark/dvorak.html
- Description** "Old Songs and New People" can be tailored to listeners of all ages, from preschoolers to high school students to whole families. Dvorak leads the audience through a variety of traditional and contemporary folk songs, playing five-string banjo, guitar, and other simple instruments. He rolls entertainment, history, and sing-alongs into one program, emphasizing participation and the historical development of American folk music and lore. Dvorak is a Parent's Choice recording award recipient.
- Performing area** Flexible
- Fee** \$150 to \$200, depending on travel
- Travel range** Statewide
- References** Wisconsin State Historical Society Museum, Madison; Marshalltown and Mason City (IA) public libraries

Richard Erickson—See *Teddy Bear Band*

Judy Farrow-Busack

- Contact** Judy Farrow-Busack, 821 Walnut Street, West Bend, WI 53095; (414) 334-7868 (home) or 253-7762 (work); judyfb@alexssa.net
- Description** Three Go Global: Read! programs are available. "Mobile and Global" features folktales that travel from land to land. "Geographic Traffic" takes audiences on a trip through valleys and mountains, jungles and deserts in fast-paced participatory fashion. "Mother Goose Rhymes around the World" finds Farrow-Busack in full costume introducing lively participatory stories, rhymes, and fingerplays.
- Performing area** Any comfortable space
- Requirements** Glass of water, electrical outlet for sound system if needed for large group
- Fee** \$100 for a single program, \$150 for two programs back to back; no mileage charge within a 50-mile radius of West Bend; these fees apply only to Wisconsin libraries
- Travel range** Midwest
- References** Columbus, Fond du Lac, Grafton, Hartford, Iron Ridge, Kenosha, Mayville, New Holstein, Rosholt, Waunakee, West Allis, and West Bend public libraries; Hawthorne and Monroe branches, Madison Public Library

Chris Fascione, Storyteller/Actor/Mime/Juggler

Contact	Chris Fascione, 528 Woodbine Avenue, Oak Park, IL 60302; (708) 383-8788
Description	Fascione has been called "Robin Williams for kids." He brings contemporary and traditional children's literature to life with his high-spirited and innovative performances. Using a combination of storytelling, mime, clowning, and juggling, he portrays a multitude of characters as he leads his audience into the world of books. Filled with energy, humor, imagination, and audience participation, his programs present a fun-filled look at library stories, poems, and folktales such as "Casey at the Bat" and "Anansi the Spider." For 1999 he will emphasize folktales from around the world. Fascione also is available for school assemblies, festivals, and workshops in mime, juggling, and creative dramatics.
Performing area	Flexible
Fee	\$250 special library rate, plus travel; block bookings as low as \$150 per show, plus travel
Travel range	Central, eastern, and southern Wisconsin
References	Kenosha Public Library; Beloit, Kenosha, and Racine schools districts; Racine Children's Theatre; Chicago Public Library System and Thomas Hughes Children's Library, Chicago

Jahmes Tony Finlayson, Musician/Storyteller/Educator

Contact	Jahmes Tony Finlayson, P.O. Box 17903, Milwaukee, WI 53217; (414) 464-2298
Description	Finlayson performs music, songs, and stories of Africa, the Caribbean, and the Americas. His presentations, called "Heartbeats," are lively, entertaining, evocative, and very informative. Audiences of all ages become active participants in multicultural journeys that bring rich traditions to life. Among the instruments featured are the djembe drum, a musical bow, native flutes, frame drums, conch shells, and the kalimba. These and other instruments are enjoyed by all during a hands-on segment of the program. Through various stories—some of which relate to the music—the need to read is emphasized and exploration of the world's literary traditions is encouraged. One Drum, a world music trio, also can be booked through Finlayson.
Performing area	Flexible; multipurpose room or large carpeted area is fine
Requirements	Conference-size table; sound system if available
Fee	Negotiable, may include mileage; discounts available for several programs in one area and for small rural libraries
Travel range	Statewide; available year-round
References	Milwaukee Public Library System; Beloit, Kimberly, Milwaukee, Norris, and Racine school districts; specific contacts available on request

Firefly Arts Company

Contact	Kate Hearth, 244 Seventh Street, Prairie Farm, WI 54762; (715) 455-1629
Description	This improvisational acting troupe is comprised of experienced performers. They offer "Go Figure" (for grades kindergarten through 4) and "One More Time," (for grades 5 through 12), each focused on creative problem solving and custom designed for the specific audience. Additional original interactive productions for family audiences also are available.
Performing area	Flexible
Fee	Negotiable
Travel range	Wisconsin; eastern Minnesota
References	Menomonie School District; Mabel Tainter Memorial Theater, Menomonie

David Fisher—See *The Rope Warrior*

Folksongs and Foolery

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	Folksongs and Foolery programs include music, wit, and pantomime presented by Dan LeMonnier. Among his productions are "Mark Twain Country," "Sandburg Stories," "Prairie Visions," "From Sea to Shining Sea," and "Irish Wonders." LeMonnier has been a professional storyteller since 1984 and has traveled worldwide presenting American folklore, literature, tall tales, and music to audiences of all ages.
Performing area	Flexible

Requirements	Chairs, microphone; 10-minute set-up time, 10-minute strike time
Fee	\$275 for one show, \$475 for two, \$575 for three in same location
Travel range	Worldwide
References	Mayor's Office of Special Events, Chicago



Adam Frey—See *The Balloon Guy*

Fun with Chemistry

Contact	Kathleen Shanks, Institute for Chemical Education, Department of Chemistry, University of Wisconsin-Madison, 1101 University Avenue, Madison, WI 53706; (608) 262-3033; (800) 991-5534; ice@chem.wisc.edu
Description	Sponsored by the Institute for Chemical Education, "Fun with Chemistry" is a Student-Presented Interactive Chemistry Experience (SPICE) offered by teams of volunteer students, faculty, and staff. Its purpose is to demonstrate the fun of science and to teach children how science affects daily life. SPICE presentations are designed to dazzle children while teaching basic scientific principles, such as the importance of observation, questioning surprising events, and postulating explanations. The 45- to 60-minute program will stimulate the minds of adults as well as children. To encourage further activities with parents, each young participant receives a take-home booklet describing experiments that can be done with kitchen supplies.
Requirements	Two or three long tables, an extension cord, access to water; 45 minutes set-up time and 20 minutes clean-up time after the presentation
Fee	\$100 to \$300 depending on audience size and distance from Madison; possible price breaks for two or more presentations in a given area on any one day
Travel range	Southern Wisconsin
References	Elm Grove and Kenosha public libraries; Madison Children's Museum; Shorewood Elementary School, Madison

Harlynn Geisler, *Tales from the Story Bag*

Contact	Harlynn Geisler, 5361 Javier Street, San Diego, CA 92117-3215; (619) 569-9399; fax (619) 569-0205; storybag@juno.com; www.swiftsite.com/storyteller
Description	"Around the World with Stories" is just one of the programs Geisler has available. She also presents workshops on such topics as "Riddle Stories." Her book <i>Storytelling Professionally: The Nuts and Bolts of a Working Performer</i> was published by Libraries Unlimited in 1997. Her storytelling newsletter, her library shows, and a new folktale every month can be found on her web site. Geisler performs in Illinois every summer and is interested in discussing multiple bookings in Wisconsin while in the Midwest.
Performing area	Any space comfortable for the audience
Requirements	Microphone for very large groups
Fee	Negotiable, with price breaks for multiple shows, multiple libraries
Travel range	Nationwide
References	Chillicothe (IL) Public Library; Los Angeles Public Library, Los Angeles, CA

Generations, Mom/Daughter Musical Duo

Contact	Candace Kreitlow, P.O. Box 113, Mazomanie, WI 53560-0113; (608) 795-4680; rbauer@facstaff.wisc.edu
Description	"Music for Generations" features Kreitlow and her 12-year-old daughter Holly in a 45 to 60 minute performance. A modern-day Pied Piper, Holly has the gift of making music that speaks to other children. She and Candace delight in sharing their love of melody and harmony with people of all ages. Their music includes traditional folk songs that have roots in other times and cultures as well as contemporary and original tunes that reveal how connected we all are to one another. Their material is timeless, wholesome, and family-oriented. Their instruments may include Celtic harp, guitar, lap dulcimer, banjo, mandolin, and more. Musical selections range from audience-participation sing-alongs to amusing songs and touching ballads. The duo has performed on varied stages, from folk festivals to schools to a Mississippi riverboat.
Performing area	8 feet by 8 feet

Requirements	Armless chair; space to place several instruments and props; electrical outlet (provide own sound system except for very small audiences); adults should accompany preschool children
Fee	\$250; price breaks for multiple shows on same day—for example, two shows \$350 to \$400 depending on set up; travel expenses added beyond 50-mile radius of home base; multiple sponsors share travel fees
Travel range	Statewide and beyond; multiple bookings recommended
References	South Central Library System; McMillan Memorial Library, Wisconsin Rapids; Schlitz Audubon Center, Milwaukee

Georgy the Clown

Contact	John George, 1814 Helene Parkway, #1, Madison, WI 53711; (608) 277-1104
Description	George is an experienced art teacher who appears as Georgy the Clown in a 30- to 45-minute show combining comedy and magic. He can provide a pre-show demonstration about the art of clowning as he puts on his make-up. It includes talk about the value of practicing carefully and training safely. Sometimes Georgy pretends to be "The Great Equilibrist and Balancer Extraordinaire" and balances both common and quite weird objects with all the skill that five minutes of practice can ensure. Georgy is accompanied by a funny magic rabbit named Peter who has recently left the circus to be his buddy.
Performing area	Indoors or out; 8 feet by 8 feet minimum
Fee	Call for special library rates
Travel range	Statewide
References	Black Hawk Elementary School, South Wayne

Glen Gerard, Magician

Contact	Glen Gerard Magic Productions, W142 N10483 Magnolia Drive, Germantown, WI 53022; (414) 250-1234; gerard@axisnet.net; www.magic4you.com
Description	Gerard has been named "the top Midwest magician and illusionist" by the Fox Television Network. He provides a dazzling magic show loaded with comedy and audience participation. He is an experienced family entertainer who performs at hundreds of schools, libraries, fairs, and festivals each year. He presents a large magic and illusion show with an assistant or is available as a solo performer for smaller shows. Gerard emphasizes learning magic and other hobbies by reading books. For Go Global: Read! he will perform a show with examples of tricks and illusions magicians perform in other countries. Magic "teach-in" sessions are available for small groups. Gerard's shows are self-contained and provide their own sound system.
Performing area	8 feet by 8 feet minimum
Fee	\$350 plus mileage for 45-minute illusion show; discounts available for more than one show in the same area; \$150 for 30-minute solo magic and comedy show
Travel range	Nationwide
References	Appleton, Hartford, Iron Ridge, Plymouth, Sheboygan Falls, Slinger, and Two Rivers public libraries; Janesville and Oshkosh elementary schools

Susan Gilchrist, Stories from the Heart

Contact	Susan Gilchrist, 3126 Buena Vista Street, Madison, WI 53704; (608) 249-5030
Description	In "Circle the World," Gilchrist tells tales from different places and cultures, creating a global perspective. Stories feature themes of sharing the earth and its resources. Garbage or riches; rice or tortillas; frog or lizard or bird—African, American, Asian, or European tales ring the world with humor and caring. Adult storytelling workshops also are offered.
Performing area	Small space allowing for some movement and removed from competing sounds
Requirements	Chair, glass of water, microphone and sound system for groups larger than 25
Fee	\$100 plus mileage and travel expenses; possible discount for more than one performance per day in the same area
Travel range	Statewide and beyond
References	Beloit Public Library; Lapham Elementary School and O'Keefe Middle School, Madison; Borders Bookstore, Madison

Tom Gilding—See *Mark Twain Entertains*

Tim Glander, Magician

Contact	Tim Glander, N7045 Oakwood Road, Whitewater, WI 53190; (608) 883-9977
Description	When Glander is invited to perform, your rewards are casual enjoyment, laughter, and a relaxing atmosphere. His magic and humor are designed to captivate and mystify audiences of all ages. He can adapt his magic and balloon sculpting performances to any group and can focus on your special needs or theme. He also offers classes in magic and balloon sculpting. Glander is a degreed arts educator, and his teaching experience enhances his ability to communicate with both children and adults.
Performing area	Minimum of 8 feet by 8 feet
Fee	Variable depending on situation and distance; call for information
Travel range	Flexible
References	Black Earth, Jefferson, Johnson Creek, Kenosha, Palmyra, Twin Lakes, and Whitewater public libraries; Tibbets Elementary School, Elkhorn

Rosemary Green—See Sign Language Storyteller

David Habeck

Contact	David Habeck, W13061 Leopolis Road, Leopolis, WI 54948; (715) 787-4122
Description	Habeck's programs are intended to reach children on their own level and help them see themselves as valuable individuals. Songs and stories from the past to the present invite participation and encourage positive self-esteem and relationships. Some silliness and laughs are part of the 40-minute show as well. A professional performer and music teacher, Habeck encourages sponsors to talk with him about specific issues or themes they would like stressed for their groups. Write or call for brochure.
Performing area	Flexible
Fee	\$120; \$90 if more than one show per day
Travel range	Statewide
References	Franklin and Marion public libraries; South Side Branch, Oshkosh Public Library; Camp Chippewa Girl Scout Camp, New Auburn

Karen Hartman, Author/Publisher/Storyteller

Contact	Karen Hartman, N1634 Lakeshore Drive, Campbellsport, WI 53010; (920) 533-8880
Description	Hartman believes all cultures are connected by a common thread! She will adapt her program to suit specific needs. She draws on her own multicultural heritage — Chinese and Native American (Cherokee) — in her writing and presentations. She is the author and publisher of <i>Dream Catcher: The Legend and the Lady</i> (1992), <i>Dream Catcher: The Legend, the Lady, the Woman</i> (1994), and <i>Gift from the Eagle</i> (1997). As a storyteller, she shares traditional and original stories that promote self-esteem and respect for others. She can exhibit and discuss Native American arts and crafts with an array of visual aids and artifacts. As a self-publisher, she can display materials revealing the various stages in book creation and describe the triumphs and tensions of self-publishing.
Performing area	Flexible
Requirements	Two tables for displaying materials
Fee	\$150 to \$400 plus mileage and expenses
Travel range	Statewide and beyond
References	Hustisford, Jefferson, Kewaskum, Lake Geneva, and Theresa public libraries

John Harwood

Contact	John Harwood, 9501 Blue Lake Road, Hazelhurst, WI 54531; (715) 356-4682
Description	When a person bills himself as "The World's 14th Greatest Magician," you can be sure there's humor involved. Harwood presents a magic show with a great deal of audience participation. The show is completely self-contained.
Performing area	Indoors with space to move around
Fee	Mileage
Travel range	Northern half of Wisconsin
References	Boulder Junction, Land O' Lakes, and Phelps public libraries; Plum Lake Public Library, Sayner

The Hatrack Storytellers, Inc.

Contact	David and Sally Semmes, 65 East Field Stone Circle, Oak Creek, WI 53154; (414) 571-9772
Description	For 30 years this group has been dedicated to the fun of reading aloud and sharing that fun with the audience. Each program is designed to stimulate children's imaginations while maintaining the integrity of the literature presented. The goal is to demonstrate that reading is its own best reward. Each program is tailor-made for its particular sponsor, taking into account the age level of the audience, from preschool through the upper elementary grades; size of audience; the place of performance; and the purpose of the entertainment. Hatrack is a nonprofit, tax-exempt organization.
Performing area	Flexible, but prefer not to use a stage
Requirements	Several chairs, and music stands if possible
Fee	Varies according to factors such as distance, type of program, and expenses; negotiable for block bookings in one area
Travel range	Midwest
References	Brookfield, Elm Grove, Horicon, Kenosha, Sheboygan Falls, and Twin Lakes public libraries; Outagamie County Museum

Gloria Hays: Musical Menagerie

Contact	Gloria Hays, Route 2, Box 2268, Soldiers Grove, WI 54655; (608) 536-3616
Description	Musical Menagerie presents singable, entertaining songs for young and old along with instruments from around the world. Each program features hammer and mountain dulcimers, guitar, and drums, providing education and fun at the same time. Theme programs designed to your specifications are available.
Performing area	Indoors or outdoors
Requirements	One armless chair
Fee	\$150 (negotiable); discount for multiple bookings in the same area
Travel range	Anywhere
References	Beaver Dam, DeSoto, Germantown, and Middleton public libraries

Andy Head, Juggler Extraordinaire

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	Head demonstrates the art of juggling in a theatrical, vaudeville style, putting on a show that combines audience participation, a winning attitude, and tips on eye-hand coordination. His juggling artistry is enhanced with music and lights. Programs are designed to captivate audience members of all ages.
Performing area	10-foot by 15-foot area with a minimum 10-foot overhead clearance
Requirements	Microphone; dressing room
Fee	\$350 for one performance, \$550 for two
Travel range	Nationwide
References	Hedburg Public Library, Janesville; Lakeshores Library System

Kate Hearth—See *Firefly Arts Company*

Curtis Alan Hed, Master of Illusion

Contact	Curtis Alan Hed, 210 Eagle Lake Road North, Big Lake, MN 55309-9243; (612) 263-5511
Description	For over 25 years Hed's "Magic of Reading Show" has inspired children and adults to read about things they are interested in. Reading is how he learned to do his first magic tricks and how he continues to learn new and wonderful things, including running a business! The program includes magic tricks, comedy, audience participation, and juggling. It also features Duo the dove.
Performing area	Corner of a room, approximately 4 feet by 8 feet
Requirements	Electrical outlet and folding chair
Fee	Varies with number of shows and distance from Minneapolis; call for free information packet
Travel range	Unlimited
References	Cedar Rapids (IA) Public Library; Kansas City (MO) Public Library System

Janet Boothroyd Hedstrom

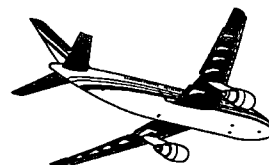
Contact	Janet Boothroyd Hedstrom, 312 North Page Street, Stoughton, WI 53589; (608) 873-1583
Description	"Gadding about Europe: Great Britain to Greece" invites you to pack your bags and come along on a whirlwind tour of Western Europe. While making stops in London, Paris, Venice, and Athens, say "bonjour" to characters like Madeline, Minou, and Monsieur Satie; say "Bravo, bravissimo" for Gabriella, Giuseppe Del Pietro, and Mr. Semolina Semolinus. Jump on a double-decker bus, hop on the Metro, stroll by the Seine, glide in a gondola as we share stories, folktales, and music from these places. Learn some greetings and tourist phrases, too, in French, Italian, and Greek; look at the currencies we'll use on our trip. Learn about cream teas and digestive biscuits, cannoli and revani. Get your library passport ready for a dash about Europe with this program suitable for preschoolers through fifth graders in an intimate setting. The performer draws upon a diverse background. She hails from England and had the opportunity to work and travel in Greece. Most recently she has been involved in elementary education and children's bookselling. For those unable to book her program "Pirates Aplenty" last year, it is available in 1999 with a global twist as "The World of Pirates."
Performing area	Flexible
Requirements	Small table to display books, electrical outlet; performer will provide microphone and sound system
Fee	\$95 plus mileage; price breaks for multiple bookings
Travel range	Reasonable driving distance from Madison/Stoughton area
References	Columbus, Elm Grove, Jefferson, Manitowoc, Middleton, Pittsville, Plain, Stoughton, and Winona (MN) public libraries

Caren Heft: Bookmaking

Contact	Caren Heft, P.O. Box 683, Racine, WI 53401-0683; (414) 639-4092 (home) or (414) 636-9177 (work)
Description	Heft offers a program in which as many as 20 children may participate in making their own books. Types of books include an accordion book which can represent a river of time, or a <i>dos-à-dos</i> book which can be a past and present book. Depending on the age of the children, the program will be 45 to 90 minutes in length. Heft is an internationally known bookmaker whose work appears in such collections as the Victoria and Albert Museum, London, and Smithsonian Institution, Washington, DC.
Requirements	Tables and chairs so that each participant has ample tabletop work space with a maximum of six to a table
Fee	\$250 plus mileage, plus lodging if an overnight stay is required; materials for 20 participants included in fee
Travel range	Statewide, multiple bookings encouraged to reduce mileage and lodging costs
References	Wustum Museum, Racine; school references provided on request

Her Own Words

Contact	Jocelyn Riley, Her Own Words, P.O. Box 5264, Madison, WI 53705; (608) 271-7083; fax (608) 271-0209; herownword@aol.com
Description	Her Own Words offers an original two-part living history and video production called "America Fever: Norwegian Emigration Stories." Set in the mid-19th century, it presents the stories of women who emigrated from Norway to Wisconsin. A costumed presenter in re-created 1840s clothing brings a travel trunk filled with authentic props for a vivid and colorful performance. The 15-minute videotape features beautiful Norwegian and Norwegian-American songs and a moving story. Visual highlights of the video include a rosemaled Norwegian emigrant trunk and its contents and a food barrel packed with food for the ocean voyage. The performance and video are based on a number of 19th century diaries and memoirs.
Performing area	Space large enough for a videocassette recorder (VCR) and monitor and places for the audience to sit while watching the video and the costumed presenter



Requirements	VCR and monitor; table and chair
Fee	Fee varies; call for details
Travel range	Statewide and beyond
References	Madison and Stoughton public libraries; Waunakee and Madison public schools; Stoughton Senior Center



Dave Herzog—See *Dave Herzog's Marionettes*

Bruce Hetzler—See *The Magic of Bruce Hetzler*

Robin Hoefer-Hopper—See *Robin's Rainbows*

Nick Hockings

Contact	Nick Hockings, P.O. Box 866, Lac du Flambeau, WI 54538; (715) 588-3560
Description	Hocking's performances feature Ojibway Native American culture and heritage. Programs can include storytelling and explanation of the importance of Ojibwe artifacts such as eagle feathers, pipe, drum, and dance outfit. The second part of the program includes traditional dance and music and usually involves audience participation. Time for questions and answers concludes the presentation. A typical program for kindergartners through grade-6 lasts one and one half hours, part of which involves the children dancing with Hocking. His presentations are sensitive and emphasize respect for all cultures and people. Hockings performs for all ages and a variety of community programs. He has appeared in several educational videos made about the Ojibway people including <i>People of the Forest</i> . He is the director of Wa-Swa-Goning at Lac du Flambeau, a reconstruction of a traditional Ojibway village through the four seasons which serves as a cultural education center about the Ojibway people.
Performing area	Adequate space for Hocking to dance and allow audience members to join him; a gymnasium or similarly sized space works well
Requirements	Time for set-up, and time for Hocking to first greet the children in contemporary street clothes before he changes so that stereotypes of Native Americans in buckskin and eagle feathers can be avoided.
Fee	\$525 plus mileage and travel costs
Travel range	Statewide; limited availability in summer due to responsibilities at Wa-Swa-Goning
References	South Central Library System

In Capable Hands

Contact	Steve Russell or Kobi Shaw, 15581 20th Street, Colfax, WI 54730; (715) 962-3346; e-mail jugglery@juno.com
Description	Russell and Shaw present a fresh, lively comedy and juggling act that reflects their strong support of public libraries and is suitable for audiences of all ages. Both performers are graduates of Ringling Bros. Clown College, where Russell also taught. In addition to juggling, their show features balancing, hat manipulations, circus skills, and audience participation. Libraries can also arrange a juggling workshop. The performers have appeared at Disneyland and Disney World, on Nickelodeon TV, and on cruise ships. High spirits and expertise characterize their act.
Performing area	Flexible, indoors or out
Fee	Negotiable
Travel range	Statewide
References	Arcadia, Chippewa Falls, and Independence public libraries

Institute for Chemical Education—See *Fun with Chemistry*

Nancy Irvine—See *Puppet Power*

Robert James—See *Animal Encounters Presents Robert James*

Jean-Andrew—See *Storylore*

Tim Jenkins, Dance Caller and More

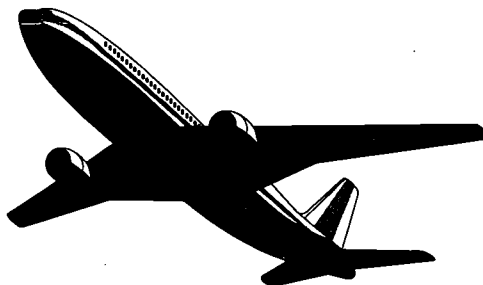
Contact Tim Jenkins, Route 2, Box 83, Gays Mills, WI 54631; (608) 872-2419
Description Jenkins teaches and "calls" Appalachian, contra, and play party dances for the enjoyment of both children and adults. He also encourages group participation as he sings old-time Irish and American songs and plays the fiddle, banjo, harmonica, and guitar. Music of the past to be enjoyed in the present will be especially appropriate during the sesquicentennial year.
Performing area Space enough for group to dance
Fee Negotiable
Travel range Statewide
References Southwest Wisconsin Library System; Brewer Public Library, Richland Center

Heather Jerrie—See *Little Moon Theater*

Debra Johnson—See *Suzy Sunshine Clown*

Janet Jones: Folktales and Tunes

Contact Janet Jones, 1121 Hackberry Lane, Madison, WI 53713; (608) 251-7263; Jstorytell@aol.com
Description Jones presents traditional stories and music from countries throughout the world. She offers a choice of three programs: "Water Stories," "The Tale of the Cat," and "Stories 'n' Songs," a collection of stories with music as part of each. Jones plays guitar, wooden flute, and keyboard and has a variety of rhythm instruments for use by the audience. She has told stories for six years in preschools, elementary schools, nursing homes, churches, bookstores, and libraries. She enjoys communicating her love of diverse cultures by performing folk music and tales, some of the best and most beautiful the world has to offer.
Performing area Prefer indoors
Requirements Sound system for audiences larger than 50
Fee \$150
Travel range Dane County
References South Madison Branch, Madison Public Library; Border's Bookstore



Skip Jones, Storyteller/Folksinger/Educator/Grandfather

Contact Skip Jones, W12998 River Road, Bowler, WI 54416; (715) 793-4709; folksing@wi.frontiercomm.net; www.GrandpasRiver.com
Description "Grandpa's River" is a family show depicting the diversity of life along Wisconsin's rivers through songs and stories. It tells of people, places, wildlife, and the rivers that connect them all. Jones encourages the audience to explore the diversity of cultural traditions that have made Wisconsin history unique. They learn new songs and hear tales about river communities. Jones lives by the Red River on the Stockbridge-Munsee Indian Reservation in northeastern Wisconsin. He plays guitar and Native American flute and has more than 20 years' experience performing throughout the upper Midwest at libraries, schools, festivals, nursing homes, and community events. Jones's audiences enjoy his excitement about life, love of diversity, and vision of a world in balance. He presents more than 250 concerts annually, and can tailor his shows for children, adults, elders, or families.
Performing area Flexible, indoors or out; prefers audience seated in circle or semicircle
Requirements Small table, electrical outlet
Fee Negotiable; bookings arranged in advance may avoid mileage charges; discounts for multiple performances in same area and for small rural libraries
Travel range Statewide; available year-round
References La Crosse Public Library; Webster and Winter school districts; Young Artist Workshops at St. Norbert's College, DePere; local references for your area on request

Joy of Origami

Contact	Ruthanne Bessman, 113 Ozark Trail, Madison, WI 53705; (608) 257-6372
Description	Bessman has studied origami with outstanding paper folders from Japan, England, France, and the United States. Origami is the art of folding paper into decorative objects, ideally without the use of scissors or paste. She shares her own expertise in a one-hour program, helping participants learn to fold four different models that can be used as stationery, party accessories, gifts, or decorations.
Performing area	Space adequate for participants to work at tables
Requirements	Tables and chairs adequate for size of group
Fee	\$200 plus mileage, reduced fees for multiple bookings; materials included in fee
Travel range	Statewide
References	Madison Public Library; South Central Library System

Juggler with the Yellow Shoes

Contact	Dan Kirk, Midwest Juggling Company, P.O. Box 51, Menasha, WI 54952-0051; (920) 722-1881; dtkjuggler@juno.com
Description	Kirk, a timeless vaudeville performer and former employee of Menasha's public library, is nationally known. As the Juggler with the Yellow Shoes he offers 40 to 45 minutes of lively juggling fun for all ages. The audience becomes part of the show as they get involved in the action. In addition to juggling up to six objects, Kirk uses music, volunteers, comedy for kids, balloons, and sometimes unicycling to entertain and to promote reading. Juggling and ballooning workshops also are available.
Performing area	Indoors preferred; 10-foot by 10-foot performing area with a ceiling height of least 8 feet
Requirements	Electricity, table, large glass of water; Kirk provides own sound system
Fee	For Juggler with the Yellow Shoes the library rate is \$175, discounts for block bookings; \$.30 per mile
Travel range	Nationwide
References	Antigo, Cedarburg, Grafton, Iron Ridge, Mayville, Mequon, Pittsville, Theresa, and Verona public libraries

Jump, Giggle, Mime, and Wiggle

Contact	Nancy Weiss-McQuide/Milwaukee Imagination Theater Company, 4634 North Woodburn Street, Milwaukee, WI 53211; (414) 962-7680
Description	The program includes a lively series of short stories told using mime, speech, juggling, music, and dance. Several stories are literature-based and encourage reading. Programs suitable for ages 4 to 13 include themes of friendship, sharing, and fun.
Performing area	Small performance space, minimum 6 feet by 6 feet; not playable "in the round"
Fee	Minimum \$85; negotiable for greater distances
Travel range	20-mile radius
References	Whitefish Bay and Shorewood public libraries; Milwaukee Repertory Theater, Community Education Department

Axel Junker—See *The Pretty Bad Jugglers*

Harold Kacanek—See *Dr. Hal, Exploring the Global Soundscape*

Bob Kann

Contact	Bob Kann, 462 Marston Avenue, Madison, WI 53703; (608) 257-0958
Description	Storyteller/juggler/magician Kann invites audiences to join him in "Funny Multicultural Tales." The program celebrates diversity through storytelling and performing arts traditions practiced throughout the world. Kann presents multicultural stories that demonstrate the storytelling similarities among different cultures and emphasize the uniqueness of individual cultures. Comic tales of justice, fools, and wisdom are presented to provide audiences with a taste for the richness of international storytelling. Books from around the world will be promoted throughout the performance.
Performing area	Flexible
Fee	Negotiable; reduced rates for multiple bookings

Travel range Statewide
References Madison and Waunakee public libraries; Lakeshores Library System

Kanopy, Inc. (Kanopy Performing Arts Center, Kanopy Dance Company, Kanopy School for Contemporary Dance and Choreography)

Contact Lisa Thurrell, Artistic Director, 600 Williamson Street, Madison, WI 53703; (608) 255-2211
Description Kanopy, Inc. offers performances by professional company members, guest performers, and/or students. Lecture/demonstration presentations also are available. Thurrell also has experience as a teacher of dance history. Call for further descriptive information. Fees, space requirements, and program length vary depending on specific performance and distance traveled. A hardwood floor is generally preferred but not required.
Travel range Statewide
References Madison Metropolitan School District; Kids in the Crossroads, Madison Civic Center; International Youth Arts Festival, UW-Madison Memorial Union

Chris and Tom Kastle: Singers, Sailors, Songwriters

Contact Sextant Music, Ltd., P.O. Box 56474, Chicago, IL 60656-0474; (773) 774-7216
Description The Kastles have specialized in music about waterways for 20 years and take their audiences on global tours through traditional maritime music from many countries. They offer highly interactive programs about the Great Lakes, rivers, wetlands, and salt water oceans. They trace the movement of songs from one part of the globe to others in a musical geography experience. Instruments include guitar, octave mandolin, concertina, tin whistle, and various percussion devices.
Performing area Minimum 8 feet by 4 feet, indoors or out; can provide small sound system if necessary
Fee \$400 plus lodging if necessary; reduced fees for multiple bookings
Travel range Nationwide, available year-round
References South Central Library System; State Historical Society of Wisconsin Museum, Madison; Kids in the Crossroads, Madison Civic Center

KB Magical Productions

Contact Kathy or Kevin Boyles/KB Magical Productions, 1323 East 18th Street, Marshfield, WI 54449; (715) 387-6804; kbmagic@commplusis.net; www.complusis.net/~kbmagic/
Description "Feel the Wonder of Magic with Kevin and Kathy" includes illusions, use of animals, special effects, and humorous audience participation. The program introduces creative thinking and is designed to increase motivation and build self-esteem. Promotional and endorsement material is available on request.
Performing area Indoors or outdoors; a portable outdoor stage is available at an additional charge
Requirements Electrical outlet
Fee \$250 for one performance, \$350 for two at same location, same day; mileage may be charged depending on distance; these fees apply only to libraries and elementary grade schools
Travel range Statewide
References Beloit, Marshfield, and Pittsville public libraries; Sacred Heart Grade School, Marshfield

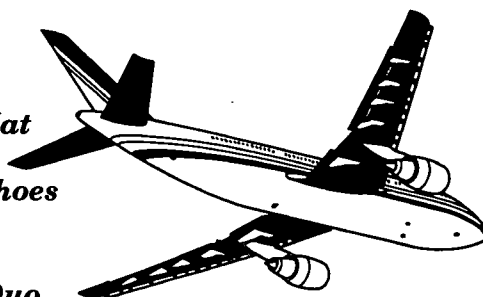
Bill Kehl—See *The Planetary Ranger*

Karen Prevetti Kersten—See *The Story Hat*

Dan Kirk—See *Juggler with the Yellow Shoes*

Candace Kreitlow—See *Generations, Mom/Daughter Musical Duo*

Veronika Kropp—See *Troubadour Teachers*



LaBak, The Magician

Contact	LaVerne Bakkom, 2611 Catherine Drive, Racine, WI 53402; (414) 639-1607
Description	LaBak presents a 45-minute program that is completely self-contained, including its own public address system. He has been delighting audiences with his magic for the past 25 years. His performances are loaded with mystery, comedy, and audience participation. The emphasis is on fun for all. LaBak says his greatest reward when performing is to see smiling faces appear in his audience; that is the real magic!
Performing area	6 feet by 8 feet minimum
Fee	\$140; price break for multiple shows on the same day; a 30-minute performance available for \$100; no fee if, for any reason, you are unhappy with his performance
Travel range	Southeastern Wisconsin; nominal mileage charge when over 60 miles round-trip
References	Butler, Chilton, Greendale, Kenosha, Kohler, Oostburg, South Milwaukee, and Waukesha public libraries

Louis "Sandy" La Claire—See *The Madison Brass*

Dan LeMonnier—See *Folksongs and Foolery*

Ron Lindberg—See *Rondini's Wonderful World of Magic*

Little Moon Theater

Contact	Heather Jerrie, N11423 520th Street, Wheeler, WI 54772; (715) 632-2237
Description	Little Moon Theater offers a variety of programs, including puppet shows, visiting clowns, musical concerts, and storytelling shows. Puppet shows transport the audience to a once-upon-a-time world of magic and mystery. Jerrie combines realistic puppets, original music, and special effects to perform both traditional and contemporary folktales conveying powerful lessons of bravery, friendship, and the wonder of life. In "Circus Time!," Fiddlesticks the Clown and Oscar the Monkey tell stories, do tricks, perform mime skits, and make balloon animals. In musical concerts, Jerrie uses unusual instruments such as washboard and limberjack to present thematic programs. Among these are "Going to the Zoo," "Silly Stuff," "This Pretty Planet," and "Down the Erie Canal." Storytelling shows feature Tessa the Gypsy Story Peddler with music and stories from around the world that might include outwitted giants, houses on chicken legs, and a mouse bride.
Performing area	Puppet shows require a space 6 feet by 10 feet with 8-foot ceiling height; flexible for others
Requirements	Puppet shows require 40-minute set-up time; 20-minute set-up time for others
Fee	\$125 per performance plus mileage; \$100 for more than one performance per day in the same area
Travel range	Western and central Wisconsin
References	Chippewa Falls, Glenwood City, Osceola, and River Falls public libraries; Menomonie and Wisconsin Rapids school districts

Bill Litzler—See *Ace Willie Entertainment*

Ken Lonnquist, Singer and Songwriter

Contact	Ken Lonnquist, P.O. Box 3411, Madison, WI 53704; (608) 249-7714
Description	For the Go Global: Read! summer Lonnquist will present a 45-minute potpourri of musical styles and topics from all around the world. The <i>Los Angeles Times</i> has said that he presents "thoroughly engaging music, storytelling, upbeat songs, creative, irresistible word play!" The <i>Oconomowoc Enterprise</i> calls him "full of mischief, talent, and joy; the goofy, funny uncle all children wish they had to teach them songs and noises and rhythm and laughter." And a Fox Point, Wisconsin, music teacher wrote, "I truly feel you are a treasure in the realm of music for children. Kids love your songs—they are fresh, relevant, musically sound, imaginative." There are no limits on audience size. All ages enjoy his shows, and he is especially popular with children ages 5 through 12. Lonnquist would like to sell CDs, tapes, and videos after his program, but will do a program without sales if the library wishes.

Performing area	Flexible
Fee	\$300 for one show; \$450 for two
Travel range	Wherever! Long distances <i>may</i> require cooperative bookings
References	Brookfield, Marathon County, Middleton, and Rhinelander public libraries; T.B. Scott Free Library, Merrill; McMillan Memorial Library, Wisconsin Rapids; Pinney Branch Library, Madison

Kathy Luck, Storyteller

Contact	Kathy Luck, 4357 North 74th Street, Milwaukee, WI 53216; (414) 464-3995
Description	Luck presents lively programs of folk stories from around the world. She selects stories appropriate to the audience age, from preschool through adult. As "Lucky the Clown" she performs magic, juggling, and plenty of silliness. As "Lolly Lavender" she presents programs featuring old-fashioned country fun with stories, songs, puppets, and banjo music. Luck is available throughout the year for family storytimes, spooky stories, and balloon creations. In 1999 she will go global with stories, songs, and magic from near and far.
Performing area	Any space comfortable for the audience
Fee	\$75 per program plus mileage, \$40 for additional same-day programs
Travel range	Southeastern Wisconsin
References	Brown Deer, Jefferson, Oak Creek, and Whitefish Bay public libraries; Duerrwaechter Memorial Library, Germantown; Maude Shunk Public Library, Menomonee Falls

The Madison Brass

Contact	Louis "Sandy" La Clair, Director, 908 Birch Haven Circle, Monona, WI 53716; (608) 221-8047
Description	The "Splendor of Brass" is a fast-paced, high-energy program designed by members of the quintet to be both educational and entertaining for elementary school-aged children. Performers explain how each instrument in the brass family works, and each instrument is showcased in a solo work. The Madison Brass plays sparkling arrangements of works by composers from the baroque to the present, including pieces that will sound familiar to children. The musicians encourage audience participation throughout. Programs for other audiences also are available.
Performing area	10 feet by 15 feet or smaller; group brings all its own equipment
Fee	\$300 plus mileage for one program, \$500 plus mileage for two
Travel range	Wisconsin and northern Illinois
References	South Central Library System; Wisconsin School Music Association, Madison

The Magic of Bruce Hetzler

Contact	Bruce Hetzler, 925C East Windfield, Appleton, WI 54911; (920) 731-6438 (home) or 832-6704 (work)
Description	Hetzler's magic show is designed to entertain young and old alike with engaging, family-style humor. Children of all ages can have fun assisting with and watching effects with ropes that change lengths, handkerchiefs that untie themselves, wooden rabbits that change colors, and other tricks that delight and amaze. Hetzler also offers a different program called "Fun with Magic." It is designed to teach basic card, coin, and rope magic tricks to children ages 9 through 14. He provides master copies of instruction sets; the library reproduces instructions and provides necessary program materials.
Performing area	Approximately 6 feet by 6 feet, plus audience space
Requirements	Sound system required for larger audiences
Fee	\$100 for a 30- to 45-minute magic show plus expenses; \$125 for "Fun with Magic;" libraries may share travel expenses
Travel range	Eastern half of state
References	Brillion Public Library; Lester Public Library, Two Rivers

Magic Show

Contact	Len Radde, 10534 West Woodward Avenue, Wauwatosa, WI 53222; (414) 536-4915
Description	Radde offers a performance consisting of colorful visual magic set to music and fast-paced sleight of hand to baffle young and old. The show involves comedy and audience volunteers to bring the magic to reality. The overall theme is meant to lead readers to use that magical wonder, the public library.

Performing area 12 feet by 15 feet
 Fee 30-minute show \$100, expenses included; \$75 for additional shows on same day in same location
 Travel range 75-mile range from Milwaukee
 References Atkinson, Capitol, East, Martin Luther King, Jr., and Tippecanoe branch libraries, Milwaukee; Waukesha Public Library

Magical Music and Rhyme with Carol Weston

Contact Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
 Description Weston introduces humorous and recognizable musical stories accompanied by an array of instruments. She features interactive songs and encourages imagination. Audience members learn about their own music-making abilities through singing, clapping, and hand and body movements. Weston is available year-round.
 Performing area Flexible
 Requirements Table, electricity, two microphones if possible; 20-minute set-up time, 15-minute strike time
 Fee \$275 for one show, \$440 for two back-to-back in same location
 References Hedburg Public Library, Janesville

Magical Paul

Contact Paul Steger, N6272 1070th Street, River Falls, WI 54022; (715) 262-3577
 Description A magician since his high school days in the 1970s, Steger uses lively music as a backdrop to create wonder and illusion with colorful silk scarves, balloons, a large silver bowl, and many other props. The 45-minute act includes plenty of comedy and audience participation and features the appearance and disappearance of beautiful white doves. Since it is designed to appeal to all age groups, the show is well-suited for libraries wishing to reach out to their communities by opening the show to everyone. The act is completely self-contained. For a complete informational package including written referrals, contact Steger.
 Performing area Indoors preferred, 12 feet wide by 8 feet deep
 Fee \$175 for libraries within one hour's driving time; additional \$25 for each extra hour of one-way travel; clustered bookings for as low as \$150 each
 Travel range Statewide
 References Black River Falls, Fall Creek, Galesville, and Ladysmith public libraries

Kathy Maldegen, Musician

Contact Kathy Maldegen, 4142 Nakoma Road, Madison, WI 53711; (608) 238-9896
 Description A music teacher and history enthusiast, Maldegen combines singing, storytelling, and audience participation in programs for all ages. Program topics include Laura Ingalls Wilder, Martin Luther King, Jr., peace, teddy bears, winter, Civil War, and the Great Lakes. Her "Japan, Land of the Rising Sun" program introduces Chiba Prefecture, Wisconsin's Japanese sister state. It offers information about Japanese clothing, foods, celebrations (especially those for children), folk songs, and folktales such as "Legend of a Thousand Cranes" and "Three Strong Women." Maldegen has traveled to Japan twice with music organizations and has studied Japanese for two years. She will write out children's names in Japanese characters after the program. Programs on additional themes are developed upon request.
 Performing area Indoors or outdoors
 Requirements Small table; sound system for outdoor performances
 Fee \$150 plus mileage; discounts for multiple bookings in same area
 Travel range Statewide
 References South Central Library System; State Historical Society of Wisconsin Museum, Madison

Mama Baer, Storyteller

Contact Janice Baer, S82 W32632 Paradise Lane, Mukwonago, WI 53149; (414) 363-3121
 Description Mama Baer's lively performance of stories, poetry, and songs will engage, entertain, and educate the children in her audiences. This summer's programs will highlight folktales from around the world. Character voices, body language, and audience participation make her presentation memorable.

Performing area	A distraction-free space just large enough to fit the audience and the storyteller
Fee	\$100 for a 45-minute program in the greater Milwaukee area; negotiable for multiple bookings; mileage charged for greater distances
Travel range	Statewide
References	Darien Elementary School, Darien; Lake Country School, Hartland; Rhinelander District Library; Mid-Wisconsin and Waukesha County federated library systems

Susan Marie Manzke

Contact	Susan Marie Manzke, W2670 Gardner Road, Seymour, WI 54165; (920) 833-6535; sunnybook@aol.com
Description	"Wendel T. Bear's Adventures," is a 45-minute slide presentation and narrative. Among his experiences are trips to the doctor, dentist, grocery store, school, libraries, and Heritage Hill Living History Museum in Green Bay. Wendel is a large teddy bear who wants to be a child. He is funny and informative. His best audience consists of preschool through third-grade children. Other Wendel programs include "A Trip to a Farm," "Travels with Wendel," "ABCs and 123s," and "All the Queen's Crowns." In her 1760s "Family Life in the Wilderness" program, Manzke dresses in period clothes to take the audience back in time with an account of Wisconsin life more than 200 years ago. She explains clothing, food, and primitive medical practices. She demonstrates hand spinning and knitting. In her basket she carries toys, soap, candles, furs, and children's clothing. The 45-minute program is appropriate for elementary school children to adults. Manzke also offers hands-on workshops for small groups about using a drop spindle, candle dipping, or watercolor painting. A woman of many hats, Manzke uses her 18-year career as a weekly humor columnist to entertain and to demonstrate to adults ways to save their family stories. She also speaks to groups about creative writing and imagination.
Requirements	For slide presentation, a room that can be darkened, screen or blank wall, table for projector, extension cord
Fee	\$75 for first teddy bear presentation; special rates for two or more performances at the same or nearby library; other programs start at \$100; \$.25 per mile
Travel range	Wisconsin and beyond
References	Brillion Public Library; Muehl Public Library, Seymour; Seymour Middle School

Mark Twain Entertains

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	Teacher and writer Tom Gilding brings Mark Twain to life for audiences of all ages. His resemblance to Twain is uncanny, and he uses Twain's words to carry listeners back in time to Hannibal, Missouri, with Tom Sawyer and Huck Finn or off to Hartford, Connecticut, where Twain lived and wrote for many years. The performance teaches the importance of writing and reading as it incorporates tall tales and Tom Sawyer logic.
Performing area	12 feet by 12 feet; a room that can be darkened for slide presentation
Requirements	Dressing room, electricity
Fee	\$350 for one show, \$450 for two back-to-back in same location
Travel range	Statewide
References	Cudahy and Lake Geneva public libraries

Rachael Ewoldsen Martin, Living History Interpreter

Contact	Rachael Martin, Douglas County Historical Society, 906 East Second Street, Superior, WI 54880; (715) 394-5712
Description	Martin offers three programs, each depicting the life of a woman who settled in northern Wisconsin. In one program, Martin portrays Nodinens, a Chippewa woman at the turn of the century. In another, she represents Mrs. Martin Pattison, a Yankee who was the wife of Superior's second mayor. In the third presentation, she depicts Maija-Liisa Ylinen, a Finnish immigrant who came to America in 1905.
Performing area	Any small area, indoors or out
Requirements	Microphone for large groups
Fee	\$100 plus mileage

Travel range Northern Wisconsin
References Superior Public Library; Elderhostel Program, UW-Superior

Greg Matysik—See Casey Day and Greg Matysik, Musicians

Mike Mauthe: Magic, Juggling, Fun!

Contact Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com

Description Mauthe's high-energy variety show is suitable for all ages. His skills in magic and illusion include pulling a 45-foot streamer out of his mouth. He juggles a variety of objects from bowling balls to a rubber chicken. With record speed, he produces balloon creations ranging from a wee mouse to elaborate sculptures. He also is a proficient unicyclist. He will present all skills in one show or concentrate on those of the employer's choice. He also can present workshops in magic, juggling, and balloon sculpting.

Performing area Minimum 12 feet by 12 feet with minimum 12-foot ceiling clearance

Requirements Electrical outlet; Mauthe furnishes own sound system

Fee \$350 for one show, \$500 for two

Travel range Nationwide

References Rosary College, River Forest, IL; Elk Grove (IL) Park District

Hans Mayer: Kids' Concert

Contact Hans Mayer, 216 South 8th Street, La Crosse, WI 54601; (608) 782-2224

Description Mayer's fun-filled songs echo the simplicity of children's music around the world. His performances include songs accompanied by guitar, mandolin, and Native American flute. Mayer's original songs such as "My Brother Eats Bugs," "I Like to Read," "Look at Me I'm an Airplane," and "The Bullfrog Jig" invite audience members of all ages to join in and sing along. His recordings include *Just a Little Hug*, *My Brother Eats Bugs*, and *When I'm Feeling Silly*.

Performing area Adaptable; space comfortable for audience

Requirements Electricity

Fee \$150 to \$225 plus travel expenses; reduced prices for multiple bookings in the same area

Travel range As far as the imagination can go

References Alma, La Crosse, and Rochester public libraries; Wabasha (MN) Public Library; La Crosse Children's Museum; Kids in the Crossroads, Madison Civic Center

Carol McCormick, Storyteller

Contact Carol McCormick, 625 Windemere Drive, Plymouth, MN 55441; (612) 546-4133; fax (612) 546-1076; mccobuch@minn.net

Description "Our World Family" is a 45-minute participatory program of folktales and songs from a variety of cultures. You may choose to include one or two of these cultures: African, Czech, German, Hispanic, Hmong, Irish, Japanese, Jewish, Korean, Native American, Scandinavian, and Scottish. McCormick is a former elementary school teacher who has been storytelling professionally since 1976.

Performing area Flexible

Requirements Chair, microphone for large groups; permission to sell 60-minute cassette tapes, *Gentle Strength* and *Metamorphosis* is requested but not required

Fee \$150 per performance plus mileage from suburban Minneapolis; \$115 per performance for multiple performances per day in one area

Travel range Wisconsin, Minnesota

References Hennepin County, Mountain Lake, and Slayton (MN) public libraries; Duluth (MN) Depot Outreach Program

Allen or Tracy McCoy—See Timestep Players: Children's Theater

Mark McKillip, Storyteller/Puppet Artist

Contact Mark McKillip, 4860 South 69th Street, Greenfield, WI 53220; (414) 282-3282

Description McKillip is a master storyteller/puppet artist whose humorous, high-energy performances entertain while they educate. For the Go Global: Read! summer he will present "Stories, Puppets, and Songs," a multicultural program presenting world tales and songs through storytelling, puppet and mask theatre, and folk songs with guitar accompaniment. Audience participation is included.

Performing Area	Flexible
Requirements	Two chairs, one six-foot table, electric outlet
Fee	\$150 to \$400, discounts available for more than one program per location on same day
References	Cedar Grove, Kenosha, and West Allis public libraries; Milwaukee Public Library System; South Central Library System

Reggie McLaughlin—See *Reggie the Hooper*

Jeffrey B. McMullen, Clown/Comedy Magician

Contact	Jeffrey B. McMullen, 3315 North Racine Street, Appleton, WI 54911; (920) 954-9300
Description	If your audiences are ready to go global, let them fly into fun with McMullen. Using audience participation and skills gained as a former Ringling Brothers Circus clown, he juggles things you never thought possible, makes things appear and vanish almost at will, and performs many more magical feats to tickle the funny bone. He will do whatever it takes to make sure the show content matches your audience age and size. McMullen is a professional who has given more than 3,000 solo performances throughout North America and Japan. His programs are professional, stimulating, and funny. Full press kits are available to make sure your library is filled with kids on show day. McMullen also can present hands-on workshops for children, children and parents, or librarians on puppet making, juggling, magic, and storytelling.
Performing area	From a small corner to full theatrical facilities
Requirements	Audience members ready to use their imaginations and laugh
Fee	\$200 per show, \$175 each for multiple shows on the same day; prices apply only to Wisconsin libraries; block booking prices available
Travel range	Nationwide
References	Wisconsin Valley Library Service; Appleton, Janesville, and Plymouth public libraries; McMillan Memorial Library, Wisconsin Rapids; additional references supplied upon request

Kevin McMullin

Contact	Kevin McMullin, N2538 Winselman Road, Sarona, WI 54870; (715) 635-7641
Description	McMullin presents engaging, multi-instrumental programs of stories and songs, chants, and rhythm games that can focus on nearly any topic. Also available are foreign-language programs—especially suitable for the Go Global: Read! summer—and song-writing workshops, programs on songs and stories from history, and custom-made programs to fit your needs.
Performing area	Flexible
Requirements	Cookies
Fee	\$180 plus travel expenses; price breaks for multiple performances per day
Travel range	Statewide
References	Northern Waters Library Service; Hunt Hill Audubon Environmental Education Center, Sarona; Depot Outreach Program, Duluth, MN

Melonhead—See *The Pretty Bad Jugglers*



Diane Michaels, Singer/Songwriter/Storyteller

Contact	Diane Michaels, Green Valley Music, S-6001 County W, Rock Springs, WI 53961; (608) 522-4428
Description	Michaels offers two programs with multicultural themes as well as evening family concerts. "Music Makes the World Go 'Round" explores different cultures through music and stories; it incorporates authentic ethnic instruments from all over the world. Children will hear the sounds of the Caribbean steel pan, Aboriginal didgeridoo, Native American courting flute, Irish whistle, Peruvian pan pipes, Indian tambora, Chinese er hu and African talking drum as well as some familiar instruments. "The Dream Fairy," originally written by Michaels as a bedtime story for her daughter, brings traditional and multicultural stories to life with authentic ethnic instruments. In "Evening Family Concerts" Michaels and her daughter provide concerts that literally have something for everyone. Known for their multi-generational appeal, they include traditional folk and popular music from many eras, children's music, Michaels' original songs, storytelling, and multicultural songs and instruments.
Performing area	"Music Makes the World Go 'Round" and "Evening Family Concerts" require adequate space for large number of instruments; indoor performing space much preferred; "The Dream Fairy" can be easily adapted for small spaces and outdoor settings
Requirements	Grounded electrical outlet for audiences larger than 50 when sound is needed; set-up time of at least 3 hours needed for "Music Makes the World Go 'Round" and "Family Evening Concerts" if sound is required; 2-hour set-up time for "The Dream Fairy" when sound is needed
Fee	Varies widely depending on program choice and travel range; call to negotiate fees individually; discounts available for multiple performances on the same day in the same space or if booked in conjunction with other libraries in the area
Travel range	Statewide
References	South Central Library System; Holmen, Pardeeville, Reedsburg, and Sauk Prairie school districts; additional references upon request

Scott Mickelson—See *Scott the Great and Company*

Reid Miller: Storytelling, Music, and Humor

Contact	Reid Miller, P.O. Box 219, Blue Mounds, WI 53517-0219; (608) 437-3388; fax (608) 437-3388
Description	"Galloping the Globe" is a fun-filled romp through stories, songs, music, and games from around the world. Included are "Somos El Barco," "Cow-tailed Switch," "Where is Gha-Ning?," "May There Always be Sunshine," "World Citizen," and more. The show is based on the premise that people around the globe tell stories, sing songs, play music, and play games. It refers to books containing related material and encourages youngsters to read. Miller began the Kids in the Crossroads Family Entertainment Series at the Madison Civic Center. He is available year-round for performances and workshops at libraries, schools, theaters, fairs, festivals, banquets, conferences, conventions, and other gatherings. He has programs for all ages and provides his own sound system. He provides a publicity kit for each show.
Performing area	8 feet by 10 feet in a distraction-free area with comfortable audience seating; indoors or outdoors
Requirements	Electrical outlet if public address system is used; permission to sell recordings after performance is requested (Miller notes that revenue from recording sales is vital to the economies of performing artists and helps keep sponsor costs affordable.)
Fee	\$150 within 30-mile radius of Madison, \$175 in 31- to 70-mile radius, \$200 in 71- to 100-mile radius; greater distances available with mileage
Travel range	Global
References	Beloit, Columbus, DeForest, Franklin, Germantown, Horicon, La Crosse, Marshfield, Richland Center, Ripon, Theresa, Waterloo, and Watertown public libraries

Milwaukee Imagination Theater Company—See *Jump, Giggle, Mime, and Wiggle*

Lynn E. Miner

Contact	Lynn E. Miner, Ph.D., Miner and Associates, Inc., 2550 West Kenboern Drive, Milwaukee, WI 53209-1836; (414) 352-9312; MinerL@mu.edu
Description	"The Magic of Global Reading" incorporates specific award-winning Caldecott and Newbery books into the show and avoids generalities about reading being good for children. Educated as a child language specialist, Miner has been integrating comedy magic with quality books for more than 30 years. Because he has performed globally, he brings unique items from many different cultures for display and magical demonstrations. Miner's performances are appropriate for children aged three and older and for entire families.
Performing area	Approximately 8 by 10 feet
Requirements	None; sound and music systems are self-contained
Travel range	200-mile radius of Milwaukee
Fee	Three versions of the program are available ranging from \$65 to \$350 depending on length and scope of show
References	Brown Deer, Franklin, Milwaukee, West Allis, and Whitefish Bay public libraries

Linda Mistele, Storyteller

Contact	Linda Mistele, 3032 North Oakland Avenue, Milwaukee, WI 53211-3233; (414) 964-7026
Description	Mistele specializes in folktales, girls' tales, and historical tales. For the Go Global: Read! summer she offers several programs that include participation stories and costumes. In "Once upon a Time, but Not in My Time or in Your Time" audiences will hear about a wee man from Wales; imitate bird and whale sounds from the Marshall Islands, laugh at a magic mirror story from Korea, and enjoy other tales from around the globe. "Drum and Fife, Needle and Knife" contains true tales about girls in the Revolutionary War: Sarah and Becky who started the Boston Coffee Party, a female Paul Revere who mustered the men of Connecticut, and fearless Black Kate who rescued a colonel. "Sand in My Shoes, Dance in My Toes" is designed especially for younger children who will board an imaginary bus to storyland as Mistele draws and tells stories. In "Wonder as You Wander (around Wisconsin)" audiences will learn how bat joined the animals in the first game of lacrosse; how Billy, although sick in bed, still saw the circus from Delavan; how Milwaukee went crazy over Gertie the Duck; and how the three bears met Afro-Curls. "A Song of Many Colors" features African American spirituals, street calls, and raps; an American Indian pan-tribal tale of how the first flute was made; and a European ghost story told to the spooky rhythm of the "bones."
Performing area	20 square feet so that performer can move; prefers audience seated in circle around performer
Requirements	Small table, glass of water; microphone for assemblies; easel for paper tablet if drawing stories are to be included; microphone for assemblies.
Fee	\$100 per hour; negotiable rate for audiences of more than 100, back-to-back shows, and for two or more performances per day in one area
Travel range	Statewide; flexible schedule
References	Oostburg and Sheboygan Falls public libraries; Shattuck Middle School, Neenah

Kathleen Mohr, One Mohr Production

Contact	Kathleen Mohr, (414) 481-6630
Description	Pocket Lady™ wears a magical skirt with pockets from which children can pick traditional and original stories, which will be told with sensitivity and humor. Her "Around the World" program puts a cultural spin on their pocket picking for the Go Global: Read! theme, and children will discover fun and interesting facts about people and their countries. Folktales and fables are included in the lively interactive program which is suitable for ages 3 through 9. Numerous other characters—including Mother Goose, Mary Poppins, and Pocket Lady™ Sports also are available—as well as creative drama and mime workshops.
Performing area	A stage area on the floor
Requirements	Table and chair for Mother Goose and Mary Poppins
Fee	\$150 for a 45-minute show or one-hour workshop; \$260 for two shows (same character) back to back; minimum two shows, back-to-back, for some situations where distance is a factor; \$310 for two different characters in back-to-back shows; mileage and travel fees where applicable

Travel range	Southeastern Wisconsin; south central Wisconsin and other locations considered (higher fees); flexible schedule
References	Hales Corners and Salem public libraries; Betty Brinn Children's Museum, Milwaukee

Mr. C. Story, Storytelling Clown

Contact	Jeff Carpenter, 3 Greves Court, Appleton, WI 54915; (920) 735-0435
Description	If you like to travel, or even think you might You'll find the library can help your mind take flight. Reading is your passport to the future or the past Books can be your ticket to knowledge that will last. Around the world's equator to poles north and south Travel with explorers whose books are word of mouth. Books can truly help you to travel in your mind Reading knows no boundaries of place or space or time. Grimm's tales come from Deutschland, Quixote comes from Spain; Reading is the stimulus that powers up your brain. If you like tales like Johnny Appleseed Explore the lore of other lands and just Go Global: Read!
Performing area	Flexible
Fee	\$100 per program plus mileage, discounts available for multiple programs
Travel range	Depends on day of week
References	Appleton Children's Museum; Neenah-Menasha YMCA; Holy Name Catholic Church, Kimberly



Lee Murdock, Folk Songs of the Great Lakes Region

Contact	Joann Murdock, Artists of Note, P.O. Box 11, Kaneville, IL 60144; (630) 557-2742 or (800) 525-4749; jmurdock@mcs.com; www.mcs.com/~jmurdock/lee/murdock.html
Description	In "Folk Songs of the Great Lakes Region," Murdock brings the history of Wisconsin and the Great Lakes to life. His musicianship and his research into history add up to an unusual repertoire. <i>School Library Journal</i> has said, "Lee Murdock deserves a place with other great singers of folk songs for children such as Pete Seeger, Tom Glazer, and Ella Jenkins."
Performing area	Flexible
Fee	\$200 per performance, or \$150 per show if two or more libraries book for same day
Travel range	Statewide
References	Neenah and Sheboygan Falls public libraries; Wisconsin Maritime Museum, Manitowoc

Murphy's Paw Puppet Theater

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0917; class-act@juno.com; www.class-act.com
Description	Michele Stevens and her cast of amusing Muppet™-style puppets present humorous skits about the absurdities and idiosyncrasies of life. Children and adults are encouraged to laugh at themselves as they interact with the puppet personalities Stevens brings to life. The characters range from precocious five-year-old Molly, who is an authority on everything, to 90-year-old Nettie, who met her boyfriend at the natural history museum, where "he was the only fossil moving." Stevens also can focus performances on drug awareness, conflict resolution, self-esteem, and holidays. In addition, she can present hands-on workshops and residencies on puppet making and puppet manipulation.
Performing area	8 feet by 8 feet with 7-foot ceiling
Requirements	Electrical outlet; Stevens provides own sound system
Fee	\$350 for one show, \$495 for two
Travel range	Nationwide
References	Mead Public Library, Sheboygan

Chang'aa Mweti, Kenyan Speaker/Storyteller/Teacher

Contact	Chang'aa Mweti, 213 Kendall Avenue, Madison, WI 53705; (608) 231-6807
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Description	Mweti presents several types of programs related to his native country, Kenya. He is a doctoral student in education at the University of Wisconsin-Madison. He can present material on the people and culture of Kenya, storytelling in an African style, or discuss the educational system in Kenya. Mweti brings African culture to life with authentic costumes and artifacts and involves the audience in his programs. He has been artist-in-residence for a number of public schools. (Note: his name is pronounced Chunng-ahh' Mmm-wet'-tee.)
Performing area	Space to walk around while storytelling; table for artifacts and displays
Fee	\$200 plus travel
Travel range	Statewide; some national travel considered
References	South Central and Southwest Wisconsin library systems

Novel Ideas

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	Novel Ideas is a children's improvisational comedy troupe dedicated to promoting creativity and writing skills through theater. Members use unusual props and costumes and encourage lots of audience participation. By helping children construct their own unique piece of literature, Novel Ideas fosters creative thinking, imagination, and inventiveness. Programs can highlight a theme chosen by the local librarian or any figment of the audience's imagination.
Performing area	12 feet by 12 feet
Fee	\$375 for one performance, \$625 for two
References	Villa Park Public Library, Villa Park, IL; Harold Washington Public Library, Chicago, IL

Bruce O'Brien, Songster

Contact	Bruce O'Brien, 604 Newton, Eau Claire, WI 54701; (715) 832-0721
Description	"Under One Sky" is a musical tour of places and faces the world around. With songs in many languages, some simple props and everyone's wild imagination, we'll explore the amazing differences and similarities in our world family. This 50-minute program is suitable for all ages. O'Brien, a folk singer and songwriter, has been touring Wisconsin for 20 years. His latest recording, <i>Love is in the Middle</i> , is a Parent's Choice award winner.
Requirements	Any site suitable for a comfortable gathering
Fee	\$150 per program plus mileage; discounts for multiple bookings
Travel range	Statewide
References	Children's House Montessori School, Eau Claire; Kids in the Crossroads, Madison Civic Center; Beaver Creek Reserve and Nature Center, Fall Creek

Terry O'Brien, Storyteller

Contact	Terry O'Brien, 872 Township Road 528, Bearville, MN 55723; (218) 376-4509
Description	In "At the Top of the World" O'Brien tells tales that bridge the peoples of the boreal forest to the arctic circumpolar reaches. Here are folktales and folklife traditions of northern dwellers and the wisdom they keep for people of the upper Midwest. Following the stories, he will lead an easy book arts project.
Performing area	Flexible; quiet without a lot of traffic; shaded if outdoors
Fee	\$200; reduced fees for multiple bookings
Travel range	Wherever stories are told
References	Stoughton School District; Forts Folle Avoine, Webster; Ordean Middle School, Duluth, MN; Runestone Museum, Alexandria, MN

Once upon a Puppet

Contact	Debbie Brown, 1612 Emery Street, Eau Claire, WI 54701; (715) 839-0935
Description	Brown presents interactive puppet theater, a blend of puppetry, storytelling, and creative drama. Plays are based on fairy tales and folktales. She is willing to adapt the show to specific themes.
Performing area	20 feet by 20 feet
Fee	\$100 per show plus travel expenses
Travel range	Northwestern Wisconsin; multiple bookings required for distances beyond 50-mile radius
References	L.E. Phillips Memorial Public Library, Eau Claire; Lowes Creek Early Learning Center, Eau Claire

Susan Pagnucci, Storyteller/Author

Contact	Susan Pagnucci, 8717 Mockingbird Road, Platteville, WI 53818; (608) 348-8662 (year-round and July), or try Barnes, WI (715) 795-2308 (June and August)
Description	With hand puppets, baby bottle, boa constrictor, cut-and-fold stories, and shadow puppets Pagnucci will take children around the world with folk tales sure to delight. Hands-on programs with stories such as Rhino getting stuck in the mud of Kenya and a Russian peasant planting an enormous turnip, and many more will charm and tickle the audience. She has been telling stories for 20 years in more than 17 states and abroad. She has published 15 books on storytelling and puppetry and edits the storytelling magazine <i>Acorn</i> which is circulated worldwide.
Performing area	Flexible
Requirements	Table near electrical outlet for the shadow puppet theater and light
Fee	\$195 per performance, \$165 each for multiple bookings on same day
Travel range	Statewide plus mileage; available year-round; during July and August available from Barnes (north of Hayward) for summer library programs
References	Manitowoc-Calumet Library System; Belmont, New Lisbon, Platteville, Tomah, and Wisconsin Rapids school districts; Burlington (IA) and Mt. Pleasant (IA) public libraries

Kristine Pamenter—See *Wildflower Embellishments*

Paper Cow Productions

Contact	Kris Winter, E4970 370th Avenue, Menomonie, WI 54751, (715) 235-0508
Description	Winter holds a bachelor's degree in history and social studies education. She has worked in improvisational theater since 1986. All programs can be easily modified to fit programming needs. Among her available performances are "Those Famous Little Ladies" (Mabel Tainter and Caddie Woodlawn), "Pinocchio" (a dramatic performance), "Look into My Eyes and Smile" (creative dramatic workshop), and "Oak Leaf Message" (Arbor Day celebration). With two weeks' notice Winter will plan a ghost stories presentation highlighting local history.
Performing area	Large room, no chairs necessary
Fee	\$75 to \$100 plus mileage
References	Menomonie Public Library, Mabel Tainter Memorial Theater (Menomonie)

Jo Putnam Paquette, Storyteller/Writer/Educator

Contact	Jo Putnam Paquette, Box 941, Land O' Lakes, WI 54540; (715) 547-3605
Description	Drawing from a lifetime of experiences, Paquette tells multicultural folktales, original stories, and literary tales. Her knowledge of and respect for varied cultures gives her a global view. In library programs she emphasizes connections between reading and storytelling. A contributing author to <i>Tales as Tools</i> (National Storytelling Association, 1994), she travels nationwide to present custom-crafted programs and workshops.
Performing area	Adaptable; a space comfortable for the audience
Fee	\$150, with special rates for two or more programs in same area; workshop fees dependent on time involved
Travel range	Statewide
References	Available upon request

Dave Parker—See *Skippy and Dave and Friends*

Bob Pauly/Paulisongs

Contact	Bob Pauly, 175 North 92nd Street, Milwaukee, WI 53226; (414) 476-2752
Description	You'll hear feet tapping, hands clapping, guitar picking, and everybody singing as Pauly presents "Fun with Music." There will be sing-alongs with hand gestures and body movements, musical games, Kid's Comedy Corner, and Star Search for Talent. Pauly also features the singing talents of longtime friend Donald Duck. Among the music performed will be familiar children's classics, Raffi songs, and the latest Disney songs. Using his extensive teaching background, Pauly works a variety of themes into his programs and encourages all of his young audience members to read, be a star, and have lots of fun with music.

Performing area	6 feet by 6 feet
Requirements	Electrical outlet within 15 feet
Fee	\$150
Travel range	Within one hour of Milwaukee
References	Cedarburg and Oconomowoc public libraries; Waukesha County Federated Library System

Tom Pease, Songster

Contact	Tom Pease, 6580 County K, Amherst, WI 54406; (715) 824-5881
Description	Pease is a musician, storyteller, and humorist whose performances are participatory and designed to give all present "a big musical hug." His recording, <i>I'm Gonna Reach</i> , was named an American Library Association Notable Children's Recording for 1990; <i>Boogie, Boogie, Boogie</i> won the 1986 Parent's Choice Gold Seal Award. His recording, <i>Wobbi-do-Wop</i> , was issued in 1993, and his latest, <i>Daddy Starts to Dance</i> , in 1996.
Fee	\$300 per performance; \$200 each if more than one in same area; travel expenses as required
Travel range	Midwestern United States
References	Door County, Marathon County, and Oshkosh public libraries; McMillan Memorial Library, Wisconsin Rapids

Donna Peckett—See *Tap-It/New Works*

Larry Penn

Contact	Larry Penn, 3955 South First Place, Milwaukee, WI 53207; (414) 483-7306; www.execpc.com/~cookeman
Description	Penn's programs incorporate his original songs for children. Among those songs are "Grandma's Patchwork Quilt," which celebrates the ethnic diversity of the United States, and "I'm a Little Cookie," designed to teach kids a new outlook about people with disabilities. His repertoire also includes songs and stories about Great Lakes ships and lighthouses, railroad history, and the American labor movement. A regular performer for children, parents, and teachers, Penn was the winner of the Wisconsin Area Music Industry award for 1993 Best Children's Artist.
Performing area	Flexible
Fee	\$125 to \$200
Travel range	Statewide
References	Wisconsin State Historical Society Museum, Madison

Debbie Peterson

Contact	Debbie Peterson, 100 Polk County Plaza, Suite 10, Balsam Lake, WI 54810; (715) 485-9278; fax (715) 485-9246
Description	Peterson is a staff member in the Polk County Department of Parks, Recreation, and Buildings. She offers a 45-minute presentation called "The Ins and Outs of Recycling." Grade-appropriate shows are available for kindergarten through grade 2 and for grades 3 through 5. Videos, slides, and hands-on projects are included.
Requirements	Electricity
Travel range	Limited to Polk County
Fee	None
References	Polk County Library Federation

Randy Peterson, Singer/Storyteller

Contact	Randy or Janet Peterson, 2750 Daniel Court, Green Bay, WI 54311; (920) 469-9710
Description	Peterson's upbeat programs feature music and storytelling. Audiences participate throughout with singing, motions, or joining him on stage. The programs are suitable for audiences of any size. His "Go Global: Read!" program will take audiences on a tour of the globe with classic songs and stories from far-off lands. The program is tied together with Peterson's original songs showing that while people from around the world may be different from each other, we are, indeed, so much the same.

Performing area	Flexible, indoors or out
Requirements	Electricity where a sound system is required; Peterson provides own sound system
Fee	\$175 for a one-hour performance, \$300 for two shows at different locations in same area, \$425 for three shows at different locations in same area, additional shows negotiable; travel expenses may be added for long distances although they usually are waived when there are multiple performances in one area
Travel range	Midwest
References	Ashwaubenon Branch, Brown County Public Library; Duerwaechter Memorial Library, Germantown; Mead Public Library, Sheboygan

Wayne Peterson—*See Wayne the Wizard*

Julia Pferdehirt

Contact	Julia Pferdehirt, 7426 Elmwood Avenue, Middleton, WI 53562; (608) 836-7426; pferd@itis.com
Description	Pferdehirt is a children's writer, storyteller, and former teacher who has extensively researched the history of the Underground Railroad in Wisconsin. In character as Nancy Goodrich, innkeeper and Underground Railroad station mistress at the Milton House Inn, Milton, Wisconsin, she tells true stories of Wisconsin's role on this most famous of "railroads." Each performance includes a slide show and question-and-answer time. A resource guide for classroom unit study and in-class projects is included. In 1998 Pferdehirt received a sesquicentennial grant to write a book for Wisconsin young readers, <i>Freedom Train North: Stories of the Underground Railroad in Wisconsin</i> . The reading level of the 130-page book is approximately grade 5. Grant funds provide for distribution of free copies to all public libraries and all public and private elementary and middle schools in the state. Additional copies are available from Living History Press, 7426 Elmwood Avenue, Middleton, WI 53562.
Requirements	Folding chair, slide projection table and screen
Fee	\$250; discounts for multiple performances; mileage charged beyond 30-mile radius of Madison
Travel range	Southern Wisconsin; multiple performances given outside this area
References	Madison and Wisconsin Dells public libraries; Marquette Elementary School, Madison; Whitehall Elementary School; Franklin Elementary School, Oshkosh; Wisconsin Black Historical Society, Milwaukee; Madison Urban League; Milton Historical Society

Pinwheel the Clown

Contact	Janice DeSpears, N61 W15892 Edgemont Drive, Menomonee Falls, WI 53051-5746; (414) 252-3139
Description	Pinwheel has entertained a variety of audiences, from preschoolers to grandparents. Her show consists of comedy magic with the help of audience participation and a "live" rabbit. Other elements that can be included in her performance are face painting, balloon sculpting, and storytelling. Pinwheel also can provide instruction in clown makeup and balloon sculpting.
Performing area	8 feet by 8 feet
Requirements	Table and two chairs if face painting is included
Fee	\$100 plus travel expenses
Travel range	Southeast and central Wisconsin
References	Capitol, Mill Road, and Tippecanoe branch libraries, Milwaukee; Waukesha Public Library

The Planetary Ranger

Contact	Bill Kehl, Planetary Productions, Ltd., 116 South Fulton Street, Princeton, WI 54968; (920) 295-6767; www.praatz.net/plapro
Description	"Earth, Music . . . Magic!" is an animated journey around our magnificent planet home using the magic of music as the guide. This educational program features an exciting exhibit and interactive demonstration of unusual primitive and ethnic musical instruments from throughout the world. The presentation strives to enhance an appreciation of creation and kindle a sense of wonder toward the creative diversity found among the earth's peoples.
Fee	\$125 per program plus mileage; discounts available for multiple programs in one area

Travel range	Within 100-mile radius of Green Lake County preferred
References	Brandon, Little Chute, Mayville, Slinger, and Waupun public libraries
Fee	Negotiable; \$300-\$1,500; reduced fees for multiple bookings in the same area.

Polaris Puppet Theatre

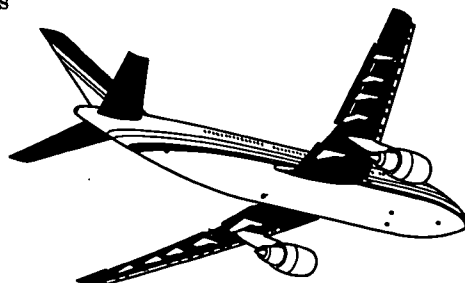
Contact	Di Govern, P.O. Box 340395, Milwaukee, WI 53234; (414) 483-1888
Description	Polaris has a number of shows to delight your audiences. From "Friends of All Kinds" (a trio of short plays based on a variety of ethnic traditional folk tales) to "Gretel and Hansel" (a hilarious twist on the Grimm Brothers classic), the shows are filled with imaginative puppets and stellar puppetry. Workshops also are available.
Performing area	Varies; call for details
Requirements	1 to 3 electrical outlets
Fee	\$150 to \$375 for single performances; discounts given for multiple shows in one location; mileage charged outside the Milwaukee metropolitan area
Travel range	Nationwide
References	Shorewood Public Library, Chain O Lakes Elementary School, Waupaca; Alverno College, Milwaukee

Rick Ponzio, Story Performer

Contact	Rick Ponzio, P.O. Box 80503, Minneapolis, MN 55408; (612) 672-0494 or (612) 791-6290
Description	"Folk Tales from around the World" is a dynamic program of folktales from different cultures and countries. Ponzio brings characters and animals to life while he enriches as well as entertains the audience. Travel around the world and enjoy stories from Native American peoples and countries such as China, Japan, Mexico, South Africa, Kenya, Puerto Rico, Iceland, and Iraq. In an alternative program, "Life Is Life!," Ponzio brings his own original folktales, stories, and adaptations to life. In <i>Kitty, Kitty</i> Little Jimmy wants to play with Grandma's cat, but the cat has other ideas. In <i>Eat Your Carrots</i> , Rico is surprised by a tiger when he doesn't eat his carrots. <i>Common Sense</i> features young Lena, who is ignored although she is the only person in town with any common sense. Ponzio's adaptation of <i>The Monster in the Swamp</i> is about a young boy who outsmarts a monster. At the end of his show, Ponzio takes suggestions from the audience and improvises a story with some audience participation.
Performing area	12 feet wide, 9 feet deep, 8 feet high, but can adapt within reason
Requirements	One chair to use as a character prop
Fee	\$100 for one 35- to 40-minute performance; \$90 for second show on same day in the same area; \$.30 per mile is charged; lodging expenses are charged when necessary, but this is negotiable
Travel range	Western Wisconsin
References	Plymouth Public Library; Southport Elementary School, Kenosha; additional references upon request

Bill Porter, Wildlife Photographer

Contact	Bill Porter, Sr., 5106 Arpin Hansen Road, Vesper, WI 54489; (715) 569-4652
Description	Porter is a photographer and producer of wildlife videos. His ability to handle animals and to predict and observe their behavior are indicators of his insight into the real world of animal life. In his programs he shares this knowledge and enthusiasm with audiences of all ages. Baby animals accompany him at some appearances. (Call to inquire about the possibility of on-site visits to Porter's Wildlife Unlimited facility.)
Performing area	Space appropriate to audience size
Fee	\$250 plus travel expenses; discount for block bookings
Travel range	Negotiable
References	Nekoosa, Plymouth, Sheboygan Falls, and Vesper public libraries; McMillan Memorial Library, Wisconsin Rapids



Christopher Powers: History, Humor, Songs, and Tales

- Contact** Christopher Powers, 305 North Pinckney Street, #1, Madison, WI 53703; (608) 256-2743
- Description** Powers blends history with humor and music with storytelling for a lively and informative program. For 1999 he will present "America's Folk Heroes," the building of a nation in story and song. Return to earlier times in America for a larger-than-life look at Paul Bunyan, Davy Crockett, Johnny Appleseed, John Henry, and Mike Fink. Plenty of audience participation combines with stories and songs performed on mandolin, guitar, and harmonica. Powers performed with the University of Wisconsin Extension Arts Heritage Ensemble for six years. He has recorded four albums, hosts a weekly radio show, and has presented his solo program, "Away to Wisconsin!," in many Wisconsin elementary schools.
- Requirements** Small table, power supply if sound system is required
- Fee** \$150 to \$200 depending on distance traveled
- Travel range** Wisconsin and northern Illinois
- References** University of Wisconsin Extension Arts Department; State Historical Society of Wisconsin Museum, Madison

The Pretty Bad Jugglers

- Contact** Axel Junker, 2132 East Dayton Street, Madison, WI 53704; (608) 249-7333 or Melonhead, 2405 Kendall Avenue, Madison, WI 53705; (608) 233-2251
- Description** This program is billed as containing only two percent educational ingredients, but providing 98 percent of the minimum daily requirements of fun. The audience participation show offers comedy as well as thrills, such as Melonhead's unique animal juggling impersonations and an opportunity to challenge Axel, the fastest apple-eating juggler in the history of the state. The performers tell ancient jokes and juggle flaming torches, flying juggling clubs, and razor-sharp kitchen knives.
- Performing area** 10 feet by 20 feet, high ceilings helpful but not essential; both indoor and outdoor performances are possible
- Requirements** Sponsor must furnish sound system if site makes that essential
- Fee** \$250 (includes all expenses); discounts available for multiple bookings
- Travel range** South central Wisconsin
- References** Brodhead and Monona public libraries; American Players Theater, Spring Green

Priya

- Contact** Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
- Description** In her program "Rhythms from India," Priya takes audiences to her native home in New Delhi, India, through exciting music, authentic costumes, and intricate dance movements. Traditional ankle bells and rhythmic hand- and foot-work are combined with her explanations and interpretations of India's vivid history, myths, and legends. Priya tours worldwide and is available year-round. In addition to programs, she also is available for workshops and residences.
- Performing area** 12 feet by 12 feet
- Fee** \$375 for one program, \$500 for two
- Travel range** Worldwide
- References** Brown County Library, Green Bay; Auburn High School, Rockford, IL

Marilyn Price, Storyteller and Puppeteer

- Contact** Joann Murdock, Artists of Note, P.O. Box 11, Kaneville, IL 60144; (630) 557-2742 or (800) 525-4749; jmurdock@mcs.com; www.mcs.com/~jmurdock/marilyn/price.html
- Description** Price has combined the art of storytelling with the magic of puppetry for more than 25 seasons. "The Wonderful Whirl of Puppets" is a 45-minute program that features a puppet warm-up including puppet aerobics, demonstration of puppets from around the world, and selected stories from different cultural traditions. New performance titles to be announced; call Artists of Note for more information.
- Performing area** 12 feet by 12 feet preferred
- Requirements** Electrical outlet; 20 minutes for set-up

Fee	\$300 per show, expenses included; \$450 for two consecutive shows (costs may be shared by libraries arranging bookings on the same day)
Travel range	Coast to coast
References	Kenosha and Neenah public libraries; Performing Arts Foundation, Wausau; Wustum Museum, Racine

Professor H.T. Marvel's Medicine Show

Contact	C.R.C. Productions, 7211 Elmwood Avenue, Middleton, WI 53562; (608) 831-1263 or (800) 710-1849; crcproductions@geocities.com; www.geocities.com/~crcproductions
Description	Professor Marvel and his players present a medicine show using the songs, skits, and pitches that were part of shows in the 19th century. This 45- to 60-minute show is an abbreviated version that maintains many of the best elements from a two and one-half hour theatrical production called "The Doc Carter Olde Tyme Medicine Show." A brief discussion about this type of entertainment precedes the show. Question-and-answer time after the performance is encouraged.
Performing area	10 feet by 12 feet
Requirements	Electrical hookup
Fee	\$175 plus mileage, discounts for multiple bookings and other reasons; please inquire
Travel range	Unlimited
References	On request

Professor Ooops!

Contact	Sky Schultz, Ph.D., 3343 North Gordon Place, Milwaukee, WI 53212; (414) 964-5962
Description	For two decades libraries, schools, and colleges across the country have been using Sky Schultz and/or his other persona, Professor Ooops!, to inspire life-long learning. Professor Ooops! communicates important ideas about ecology, creativity, science, and history in a delightful way. He uses magic, juggling, and hilarious inventions to make important concepts stick in people's minds. "Everything You Want to Know about Your Favorite Planet" links information about geology, climate, and culture. Other programs include "The Tree, the Sea, the Bee, and Thee," and "Common Mysteries and Common Miracles." Schultz entertains and educates audiences of all ages, including mixed-age family audiences. A world traveler and local explorer, he also offers professional films and slide presentations on local history, flowers, trees, China, and Japan. He will customize his program to suit needs.
Requirements	Two tables; electrical outlet; provides own sound system and projectors
Fee	Flexible, usually \$250 for a single show to \$400 for an entire day of shows and activities, mileage additional
References	Middleton Public Library; Adams County Library; Vernon Public Library, Lincolnshire, IL

Puppet Power

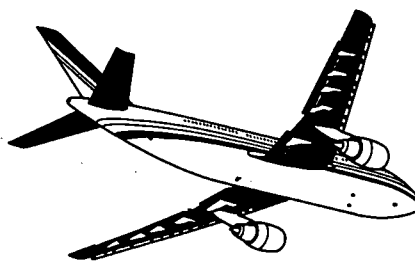
Contact	Nancy Irvine, 201 Williamsburg Way Court, Madison, WI 53719-1786; (608) 277-7975
Description	"Our Wide, Wonderful World" takes the audience on a trip around the world with large one- to four-foot rod puppets, hand puppets, and costume puppets from Puppet Power and live actors from Kids' Karavan Theatre. Visit such exciting places as France, Ireland, Russia, China, Africa, Australia, Brazil, Mexico, and many others. Colorful sets, authentic music and costumes, and fast-paced comedy are interspersed with fascinating facts about our international friends and their homes as described by our tour guide, Tippie Traveler. Grab your ticket, fasten your seat belt, and get ready for the vacation of a lifetime.
Performing area	20 feet wide by 20 feet deep for Puppet Power; 20 feet by 15 feet can work
Requirements	Electrical outlet
Fee	\$190 for first performance, \$170 for second at same or nearby location; \$.25 per mile traveled from Madison
Travel range	150 miles from Madison; greater distances negotiable
References	Columbus and Middleton public libraries; Theater Department, Edgewood College, Madison; Community Education, Madison Gas and Electric Company

Puppets Unlimited—See Margo and Jerry Ashton

Len Radde—See Magic Show

Reed Marionettes

Contact	Tim Reed, Reed Marionettes, 3216 South Quincy Avenue, Milwaukee, WI 53207; (414) 744-4172; www.execpc.com/~treed
Description	Join the Reed Marionettes as they take a tour around the globe with the magic of shadow puppets. Shadow puppetry is an ancient art form found in traditional cultures all over the world. It is characterized by a vast variety of visual effects and styles. In the Reed show you will meet Anansi, the famous trickster figure from Africa and the Caribbean. Next, the Legend of Spirit Rock, a Menominee Indian story, will teach about life in a Native American village. Further travels take you to the other side of the globe for the German tale of the Fisherman and His Wife. The entire show features music, audience participation, and colorful puppets and sets. Designed for libraries and their young readers, the production highlights age-appropriate books with global themes and encourages further world exploration through the joy of reading. Shows run about 35 minutes and are followed by a 10-minute demonstration of the puppets. The recommended audience size is under 150.
Performing area	10 feet wide by 6 feet deep by 8 1/2 feet high
Requirements	Electrical outlet; table, 30-minute set-up time; a room that can be darkened is preferred but not required
Fee	\$175 for first show, \$100 for second show in same location; call for mileage charge on distances greater than 40-mile radius of Milwaukee; discounts for multiple bookings in an area
References	Rhineland, Ripon, Shorewood, and South Milwaukee public libraries; Lakeshore, Waukesha County, and Wisconsin Valley library systems



Reggie the Hooper

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	Reggie McLaughlin demonstrates the vibrant and intricate steps and routines of tap, which has come to be known as a uniquely American art form. Tap's history is revealed as audiences are introduced to vaudeville days, the Harlem Renaissance, and Broadway musicals. McLaughlin's exquisite performance is dynamic; his rapport with children and adults is widely acclaimed. He has appeared in the national touring production of <i>Sammy</i> (the Sammy Davis story) and has taught the arts to inner city children.
Performing area	12 feet by 12 feet minimum; hard surface floor
Requirements	Two microphones
Fee	\$375 for one performance, \$550 for two
Travel range	Worldwide
References	Richards Elementary School, Whitefish Bay; Bloomingdale (IL) Public Library; Aldridge Elementary School, Chicago, IL

Jocelyn Riley—See Her Own Words

Robin's Rainbows

Contact	Robin Hoefer-Hopper, 2047 Vernon Avenue, Beloit, WI 53511; (608) 362-8037
Description	Robin's Rainbows is children's entertainment designed to be fun for adults, too. Robin the Storyteller says, "Go Global: Read and tell stories from around the world!" She uses a wide variety of storytelling techniques, including music and magic, scissors and string, audience participation and puppets, as well as humor to tell stories. Fly with her and hear great stories from around the world. With booktalks interspersed, she tempts her audiences to read other fine stories and books. Hoefer-Hopper also is available to do clowning and recreation programs and workshops.

Performing area	Indoor or outdoor space appropriate for audience size and planned activity
Fee	\$80 per program plus mileage, variation possible for duplicate programs at the same site or nearby area
Travel range	Negotiable
References	Beloit, Dodgeville and Sheboygan Falls public libraries; Footville Elementary School; Burge Elementary School, Beloit

Corinne Rockow, Folksinger/Storyteller

Contact	Corinne Rockow, P.O. Box 1014, Marquette, MI 49855; (906) 225-1418
Description	Rockow invites you to "Gallop the Globe!" with traditional lore, folk music, crafts, stories, and games. These are the cultural and generational ties that bind us together, help us understand each other, reflect on where we come from, speculate about where we might be headed, probe the mysteries of the world, learn problem-solving skills, hear other points of view, and practice language skills through the poetry and rhythm of words. Children all over the world have developed time-tested games and songs that give them a chance to do this! In "Gallop the Globe," Rockow shares some of these singing games, songs, and stories that reflect the diversity of our world neighbors. She comes with her characteristic pack of props and instruments and invites all to join her for some fun! The 50-minute show is appropriate for any age group. She has items for sale, but will do a program without sales if the library prefers.
Performing area	Any large space can be used; it will help if furniture can be moved; floor seating preferred; when planning seating arrangements, keep in mind that audience participation and movement are encouraged
Requirements	A people-free space for instruments, props, sound system, and child helpers; electrical outlet needed for small sound system which Rockow supplies
Fee	\$150 plus negotiable travel costs; multiple shows share travel costs
Travel range	Anywhere
References	Germantown, Madison, Monona, and Neenah public libraries; Racine/Walworth counties Storywagon Program; Wisconsin Valley Library Service; Marquette (MI), Menominee (MI), and Traverse City (MI) public libraries

Charles Roessger—See *Talk with the Animals*

Rondini's Wonderful World of Magic

Contact	Ron Lindberg (Rondini), N130 Cty Trunk N, Appleton, WI 54915; (920) 731-3553 or (920) 830-8754
Description	If you want your library to "go global" this summer, get ready for a magical mystery tour of magic throughout the world. Rondini is a full-time professional magician who got started by reading a book about magic from the Menasha library. He always mentions this to the children at his performances and encourages them to discover the magic in books. In his 1999 summer program, custom-written for libraries, Rondini will show his audiences how magic is a universal art form. Magical effects from Africa, Egypt, the Orient, Europe, and the United States (including Houdini's straight jacket escape) will be demonstrated. The show can be from 30 to 60 minutes in length. Audience participation, balloon animals, magic set to music, Floppy the Bunny, and Merlin (a live green-winged macaw parrot) will delight children and adults alike. If desired, Rondini also can be hired to run workshops on balloon animal artistry or magic mini courses. He is available year-round.
Performing area	Flexible, but indoors is preferred with an area of 15 feet by 15 feet; no one seated behind or at the sides of performer preferred; outdoor performances and smaller areas considered
Requirements	Electrical outlet; the act is completely self-contained including sound system
Fee	The special rate for libraries only is \$130 per half-hour show plus travel expenses; an assistant can be added for an additional \$35; longer shows also available; discounts available for system and multiple shows on same date; for example, three shows on same date within 30-mile radius would be \$330 plus travel. Early booking is strongly recommended
Travel range	Worldwide and beyond
References	Amherst, Beloit, Brookfield, Franklin, Janesville, Manitowoc, Menasha, Racine, Shawano, and Wauwatosa public libraries; Arrowhead Library System

The Rope Warrior

- Contact Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
- Description With a repertoire of choreographed jump rope routines set to music, David Fisher, The Rope Warrior, exemplifies an alliance between fitness and art. In a high-energy performance, he delivers spectacular routines with power, finesse, and breakneck speed. The show includes trick rope techniques and a light show performed with glow ropes. Programs demonstrate timing, rhythm, dance, and the value of physical fitness. A question-and-answer period follows the performance.
- Performing area Minimum of 15 feet by 15 feet, 30 feet by 30 feet is optimal; overhead clearance of 20 feet; a room that can be darkened for last part of the show is preferred
- Requirements Dressing room
- Fee \$375 for one performance, \$650 for two, \$895 for all day in same location
- Travel range Nationwide
- References Stoughton Public Library; Brown County Library, Green Bay; McMillan Memorial Library, Wisconsin Rapids

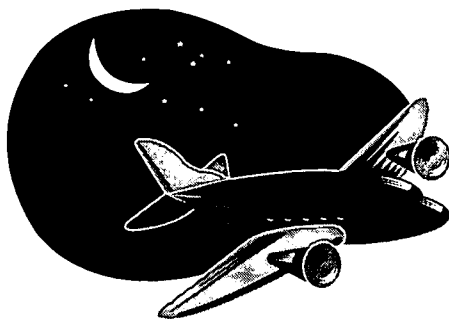
Dave Rudolf, Music—Humor—Fun

- Contact Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
- Description Rudolf, also known as The Children's Comedian, has composed lyrics for Disney's "Winnie the Pooh," written and performed music for 15 CDs, and is the author of *Please Don't Tease the Dragon* (Sourcebooks, 1994). He brings all his talents to an interactive show suitable for children and adults. As he comments on the vicissitudes of child life, he stretches imaginations with his varied styles of music and wit, his wry sense of humor, and his fluency with rhyme.
- Performing area Flexible
- Fee \$450
- Travel range Statewide
- References Manning Elementary School, Chicago, IL; Indianapolis Children's Museum, Indianapolis, IN

Mikael Rudolph, Mime Artist

- Contact Mikael Rudolph, 4714 Aldrich Avenue North, Minneapolis, MN 55403; (612) 588-3231; MikaelMN@compuserve.com
- Description Rudolph presents a high-paced, hilarious physical comedy mime performance with stunning prop illusions and European street-style entertainment. Audiences delight in his warmly interactive, vigorously animated performance. Magical classic mime technique, body puppetry, hat juggling, and audience participation are abundant in his interactive show.
- Performing area Adaptable, but 15 feet by 15 feet preferred
- Requirements Adult supervision to intercede in case of inappropriate behavior by children
- Fee \$200 per performance, discounts for multiple performances same day nearby (negotiable)
- Travel range Unlimited
- References Chippewa Falls and Monona public libraries; McMillan Memorial Library, Wisconsin Rapids; additional upon request

Steve Russell—*See In Capable Hands*



Sadarri, Multilingual Storyteller

Contact	Richard Saskill, Global Communication, 7929 26th Avenue, Kenosha, WI 53143-5609; (414) 605-8885
Description	Sadarri is an African American storyteller, writer, and lover of language who weaves together whimsical tales from a variety of cultures. She is a certified instructor and fluent speaker of Spanish, French, and Haitian Creole who brings presentations alive with authentic costumes and voice interpretations. Sadarri's bilingual stories as well as those presented in sign language impel listeners to honor all peoples and their stories. Her "Akwaba" program introduces tales that have spread from the African continent throughout the Caribbean and into the United States to become part of our American history. Her "Newfangled Fairy Tales" provide an interesting alternative to the classics. Her programs promote a positive and upbeat look at age, gender, and cultural differences as well as the similarities that we all experience as human beings. Programs involve audience participation. Children and adults can clap, sway, and vocalize in harmonic accompaniment to her storytelling. Upon request, story programs also may have an educational component; limited programs are available that include folk music. Inquire about an audio cassette available for purchase.
Performing area	Small floor space to large stage; must be adequate to allow for performer's comfortable movement
Requirements	Microphone(s) for groups larger than 40 persons; groups no larger than 250 per performance
Fee	\$325 and up depending on distance, length of performance, and type of program; price breaks for more than one performance per day in one area
Travel range	International
References	Kenosha School District; Waukegan (IL) and Naples (FL) school districts

Linda Somers Sanderson, Singer and Storyteller

Contact	Linda Somers Sanderson, 4856 North Shoreland Avenue, Whitefish Bay, WI 53217; (414) 961-0660
Description	Sanderson is an elementary school teacher and a performer in a Bluegrass band. She uses interactive music to draw children into her programs. Kids hear seafaring songs and music about environmental issues, along with songs from prairie days and modern times. They count with "The Ants Go Marching" and check out their colors with "Jenny Jenkins." Sanderson leads the way and accompanies songs on guitar, autoharp, and Appalachian mountain dulcimer.
Fee	\$75 for a 45- to 60-minute program plus mileage; available evenings during the school year, days and evenings in summer
Travel range	Milwaukee area and southeastern Wisconsin
References	Brookfield, Greenfield, Sheboygan Falls, Shorewood, and Whitefish Bay public libraries

Sadarri Saskill—See Sadarri

Jody Schneider—See The Troubadour Teachers

Sky Schultz—See Professor Ooops!



Scott the Great and Company

Contact	Edith Koch, 914 South 121 Street, West Allis, WI 53214; (414) 453-0467, or Scott Mickelson, 1481 Carver Street, #101, Madison, WI 53713; (608) 251-2835; smickels@binc.net
Description	This troupe of magicians provides its own lights, sound system, backdrops, and tables. Two shows are available. "The Magic of Magic" is adaptable to all occasions, audiences, spaces, and budgets. "Chad's Incredible Show" highlights Mickelson's brother, Chad the Incredible. All shows last from 45 to 60 minutes, depending on the needs and wishes of the library, and are adaptable to audiences of all ages.
Performing area	20 feet wide by 14 feet deep is ideal, but adaptation possible
Requirements	Indoor performance preferred; electrical outlet; two hours' set-up time needed
Fee	\$160 and up for one show, depending on travel; \$260 and up for two shows at same place on same day, depending on travel

Travel range Wisconsin, especially the Milwaukee and Madison areas
 References Brookfield, Franklin, Middleton, and Waunakee public libraries

Lee Scrivner—See *Time Traveler*

David Seebach—See *Wonders of Magic with David Seebach*

David and Sally Semmes—See *The Hatrack Storytellers, Inc.*

Shanta: Stories and Songs of African Peoples

Contact Joann Murdock, Artists of Note, Inc. P.O. Box 11, Kaneville, IL 60144-0011, (630) 557-2742; jmurdock@mcs.com; www.mcs.com/~jmurdock/shanta/stories.html
 Description In the true griot tradition, Shanta combines her storytelling with poetry, chants, and the spellbinding sounds of musical instruments of African origin. Many of her stories are traditional African folktales; others are African American; all are designed to build the bridge of peace, understanding, and cooperation among all the people of the world. "Stories and Songs of African Peoples" can be adapted for all ages, prekindergarten to adult.
 Fee \$300 for single performance, \$750 per day for up to three performances; other block booking discounts possible
 Travel range Throughout Wisconsin
 References Arrowhead Library System; Milwaukee Public Schools Head Start; Dodgeville Middle School

Kobi Shaw—See *In Capable Hands*

Sign Language Storyteller

Contact Rosemary Green, 1237 Yoder Lane, Apartment A, Whitewater, WI 53190; (414) 473-2284 (answering machine available)
 Description Green's program provides a lively and entertaining experience with sign language. Having watched *Sesame Street* on television, many children are familiar and comfortable with signing. Green begins with an introduction to the manual alphabet. She demonstrates the major signs to be used within the story she will tell and then presents the story in sign and verbally. The story can relate to the summer's theme or another requested theme. The program ends by learning to sing "Happy Birthday" in sign.
 Performing area Open space with room for children to sit on the floor and chairs for adults; no outdoor performances
 Requirements Children should have an attention span adequate to appreciating this visual experience
 Fee \$125 plus mileage
 Travel range Anywhere there is interest
 References Middleton, Oregon, and Ripon public libraries

Lois Skiera-Zucek, Performer/Songwriter/Educator

Contact Lois Skiera-Zucek, P.O. Box 118, Clintonville, WI 54929-0118; (715) 754-5454; Lois@RainbowWaterfall.com; www.RainbowWaterfall.com
 Description "It's Everyone's World" is a family show filled with songs and skits about humans, animals, plants, and ecosystems from around the world. Material is based on Skier-Zucek's albums—*Songs about Native Americans*; *Save the Animals*, *Save the Earth*; *What's in the Sea? Songs about Marine Life and Ocean Ecology*—and her songs used in English/Scandinavian video and television projects. She performs playing acoustic guitar and presents theme-based skits using a variety of props. Her show is highly entertaining and educational for children of all ages.
 Performing area 10 feet by 10 feet
 Requirements Small table, electrical outlet; video/TV optional
 Fee \$125 plus mileage beyond 30-mile radius of Clintonville; discounts for multiple performances
 Travel range Statewide; available year-round
 References Burbank (CA) Library System; Chicago Children's Museum

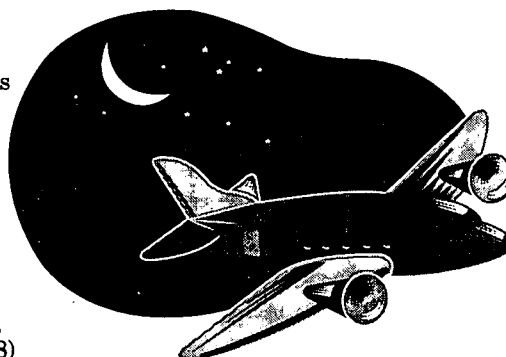
Skippy and Dave and Friends

Contact	Dave Parker, P.O. Box 454, Marshfield, WI 54449-0454; (715) 384-8846; fax (715) 384-4626
Description	Parker is a professional ventriloquist/vocalist/guitarist. He has appeared at more than 1,000 elementary schools and as an opening act for magician David Copperfield. Parker's shows feature his friends Skippy, Claire, Quackenbush, Bat Man (the talking baseball bat), Flatwood (the talking hamburger), and the ever-popular Safe T. Dog. "Think Globally Read Locally" is the 1999 library show; it includes Skippy and Claire's original duet "You Mean the World to Me." Each performance is personalized with much merriment, music, and audience participation. Watch for Skippy and Parker in <i>Dustin's Big School Day</i> , a book by Wisconsin authors Alden and Carol Carter. Invite Skippy and Dave and Friends to your library and you'll have a big day too!
Performing area	8 feet by 8 feet
Requirements	Electricity and a chair
Fee	\$195 within a one-hour drive from Marshfield or Three Lakes; for longer distances add \$.30 per mile
Travel range	Global
References	Walter E. Olson Memorial Library, Eagle River; Wisconsin Valley and South Central library systems

Linda Somers—See *Linda Somers Sanderson*

J.P. Somersaulter, Filmmaker

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	Professional filmmaker and cartoonist Somersaulter reveals the secrets of the art of animation by taking audiences on an entertaining, animated journey using award-winning films and character voices. Viewers travel from storyboards to artwork to first frame, then follow the sequencing of animation and adding soundtrack. They end their journey with a finished reel of cartoon film. Somersaulter includes hands-on participation for audience members of all ages, and companion workshops and family programs are available.
Performing area	A room that can be darkened, with space appropriate to size of audience
Requirements	16 mm projector; screen; 5- or 6-foot table; tumbling mat
Fee	\$475 for two shows
Travel range	Nationwide
References	Arlington Heights (IL) and Schaumburg (IL) public libraries



Leotha Stanley—See *Be a Friend*

Paul Steger—See *Magical Paul*

Diane Angela Sterba, Storyteller

Contact	Diane Angela Sterba, Box 86, Mineral Point, WI 53565; (608) 987-2343
Description	Go global with folktales from around the world. Come explore the excitement of other cultures through the magic of their stories. Sterba's love of folktales and storytelling shines through in her animated performances. Audiences become absorbed in listening, watching, and participating in acting out stories. Sterba is a professional storyteller/educator/librarian.
Performing area	Flexible
Fee	\$150 for summer library programs; mileage charged outside the southwestern part of Wisconsin
Travel range	Statewide
References	New Berlin and New Glarus public libraries; Brown County Library, Green Bay

Michele Stevens—See *Murphy's Paw Puppet Theater*

Judy Stock, Musician/Storyteller

Contact	Judy Stock or Leigh Robert, 1934 North Seventh Street, Sheboygan, WI 53081; (920) 208-8695; JKStock@aol.com
Description	Stock has been a performing musician and storyteller for more than 20 years. Her programs are entertaining, educational, fun for the entire family, and filled with lots of audience participation. In her most popular program, "Folk Instruments around the World," she plays the balalaika, banjo, penny whistle, jaw harp, mouth bow, Cajun spoons, and more. In addition to demonstrating the varied instruments, Stock sings folk songs and children's songs and introduces the audience to various cultures. Her songs include originals such as "Read a Book" and familiar folk songs such as "She'll be Comin' round the Mountain" and "Froggie Went a'Courtin'." Stock shares her love of reading throughout the program. In the finale, members of the audience join her on stage to perform in a washboard band. Her programs are 45 minutes long, are appropriate for all ages, and can be tailored to certain age groups. A program of "Folk Stories around the World," where the focus is more on storytelling than music, also is available. Call for a complete description.
Performing area	Minimum 6 feet by 6 feet
Requirements	3 chairs; electrical outlet for large audiences
Fee	\$175 plus mileage for one performance per day; \$150 per performance plus mileage for two shows in one day; \$125 per performance plus mileage for three shows in one day
References	Manitowoc and Menasha public libraries; Mead Public Library, Sheboygan; New Orleans (LA) Public Library; additional specific references available upon request

David Stoeri, Folk Musician/Storyteller

Contact	David Stoeri, 48 South Blackhawk Street, Janesville, WI 53545; (608) 757-0283
Description	A full-time professional children's entertainer for the past 16 years, Stoeri interweaves the rapture of a well-told story with the joy of music to create a folk arts celebration for all ages. From the high seas to the Sahara, from Bimwili's tale and Guabi Guabi to the silent story at the top of the world, from the celestial ring of the hammer dulcimer to the driving beat of the Irish bodhran, the "Stoeri-feller" will spin you around the world and back again.
Performing area	Just a small space with room for two chairs and a table
Requirements	Two armless chairs, one work table
Fee	\$235 plus mileage; reduced fees for multiple bookings
Travel range	Statewide; available year-round
References	L.E. Phillips Memorial Public Library, Eau Claire

The Story Hat

Contact	Karen Prevetti Kersten, 2366 Old Plank Road, DePere, WI 54115, (920)336-3255
Description	In parts of Africa, the storyteller wears a large hat with small carved ivory objects—each representing a story hanging from its brim. As audience members choose, they hear the story symbolized and design the contents of each program themselves. Kersten uses this technique along with music, puppets, ethnic artifacts, audience participation, and a dramatic style to share tales from five major cultures. Founder of Next Door Theatre for Children and winner of both the Fort Howard Foundation Fine Arts Award and the Wisconsin State Reading Association "Celebrate Literacy" Award, Kersten has been educating and entertaining in northeastern Wisconsin for 30 years. She has experience as a classroom teacher and as a children's librarian.
Performing area	Flexible
Requirements	Small table, 4 chairs; maximum audience size is 200
Fees	Within an hour's drive of Green Bay, \$95 for one program, \$150 for two, \$200 for three; within a three-hour drive of Green Bay, \$150 for one program, \$200 for two; greater distances negotiated on an individual basis. Fees quoted include expenses and multiple program fees apply to same day and same location.
Travel range	Statewide; available year-round
References	Manitowoc Public Library; Nicolet and South Central library systems; Baraboo School District; additional information on request

Storylore

Contact	Jean-Andrew Dickmann, 6023 West Lincoln Avenue, West Allis, WI 53219; (414) 327-1877
Description	Folktales have long been a basic element in school librarian Dickman's storytelling repertoire. She draws solidly from the 398.2 section and often accompanies a tale with the book from which it came. Old and new favorites such as "The Funny Little Woman" (Japan) and "Borrigueta and the Coyote" (Mexico) come to life when rendered in her lively, entertaining style. Cultural artifacts are present with many of the stories. Choose the program "Worldwide Tricksters" for older children, "Animal Folks" for younger audiences, or "398.21 Books to Read and Tell" for all ages.
Performing area	Flexible
Requirements	Small table or bench for materials, electrical outlet for performer's own portable sound system if needed
Fee	Special prices for libraries: \$100 per program; \$125 for audiences of more than 150; mileage charged outside Milwaukee area; price breaks for clustered engagements at nearby libraries and for small libraries in northern Wisconsin and the Upper Peninsula of Michigan
Travel range	Statewide and beyond
References	Cedar Grove and Whitefish Bay public libraries; Duerrwaechter Memorial Library, Germantown; Mead Public Library, Sheboygan

Stuart Stotts, Singing and Storytelling

Contact	Stuart Stotts, 169 Ohio Avenue, Madison, WI 53704; (608) 241-9143
Description	Stotts thinks globally and performs locally, offering a 50-minute program of energetic music and enchanting stories. For 1999, he will include a variety of folktales from around the world and songs that emphasize global connections such as "World Citizen" and "All a Family under One Sky." "Seven Nights to Read," a high-energy reading song, offers some audience members a chance to play instruments as accompanists. Stotts guarantees lots of participation, laughter, and movement, as well as a plug for summer reading. Whether you are dancing along, singing along, or listening along, this is a show all ages will enjoy.
Requirements	Both indoor and outdoor performances possible; sound system available if needed
Fee	\$200 plus mileage; discounts available for multiple bookings
Travel range	Statewide
References	Jefferson and Madison public libraries; South Central Library System; Madison Civic Center, Madison

Sundance Productions

Contact	Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 and (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
Description	This professional dance troupe combines drama, mime, song, poetry, visual arts, and music in its performances. The troupe brings to life dramatic dances of African, West Indian, and Caribbean cultures with lavish costumes and live, authentic music. Dramatic reenactment of events and presentation of African traditions enlighten the audience about a rich cultural heritage.
Performing area	20 feet by 20 feet
Requirements	Hard-surface floor, but not concrete; one or two microphones; dressing room
Fee	\$595 for one performance, \$850 for two
Travel range	Nationwide
References	Brown County Library, Green Bay

Colleen Sutherland/Lily Pad Tales

Contact	Colleen Sutherland, 539 Lincoln Street, Seymour, WI 54165; (920) 833-7506; mathom@juno.com
Description	A singer/storyteller/writer, Sutherland entertains and educates with material collected during years of performing in the United States and overseas. Her repertoire includes folktales and songs, true and original stories. Hear "Library Song," "Sommes El Barquo" ("We are the Boat"), "The Bunyip" (about an Australian critter who lives in billabongs), and "Bye-bye" (a Haitian story about a turtle).
Performing area	Any space with room for a chair

Fee	\$150 (plus mileage outside the Fox River Valley/Green Bay area); reduced fees for multiple bookings
Travel range	Anywhere
References	Brown County Library, Green Bay; Elisha D. Smith Public Library, Menasha

Suzy Sunshine Clown

Contact	Debra Johnson, P.O. Box 1554, Eagle River, WI 54521; (715) 479-2369
Description	Johnson, who has a bachelor's degree in counseling and communication, is a full-time professional comedy clown. Audience participation is always part of her 45- to 60-minute shows, which can be customized to a specific theme. She loves sharing tales about Wisconsin, circus history, and the Ringling Brothers. Illusions, music, and storytelling, which can be combined with balloon animals and face painting, bring out the child in everyone. Johnson also presents three-hour clown workshops incorporating a make-up session with instruction in clown types, skills, and rules. She has worked with schools and community groups on alcohol and drug abuse issues and at workshops that help children build self-esteem and better peer skills.
Performing area	Flexible
Fee	\$60 plus mileage; mileage can be shared for same-day bookings
Travel range	"Have car will travel, love to meet new friends"
References	Land o' Lakes Public Library; Walter E. Olson Memorial Library, Eagle River; Eleanor Ellis Public Library, Phelps

Jane Swiggum: Goin' Global Tour—See also *Dotty's Sunshine Circus* and *Calamity Jane with Laura Ingalls Wilder*

Contact	Jane Swiggum, 2204 14th Avenue, Monroe, WI 53566; (608) 325-9204
Description	Folk stories, music, crafts, and games all are part of the "Goin' Global Tour," a new show for 1999. It's the next best thing to a real voyage. The power and magic of folktales gives roots and wings to all. The language of folk stories and music are the cultural ties that bind us, showing a commonality of people throughout the world. The tour is led by one to three ethnically costumed people. Tales such as "Anansi the Spider (Africa), "Yen-Shen" (China), "The Rough-faced Girl" (Native America), and American tall tales are fun for all ages. Folk instruments stimulate the imagination and there are opportunities to try steel drums, gourd shakers, maracas, ocarinas, or a pan flute. Make a daruma (doll) or a mola (paper/fabric design). Learn to play bilboquet from France or nim from China. The tour is active and <i>edu-taining</i> and it emphasizes reading. A multicultural book of instructions for simple and inexpensive projects, crafts, and games is available upon request. Suitable for grades kindergarten through 6 and for adults, too.
Performing area	Approximately 10 feet by 12 feet, indoors preferred
Requirements	Electrical outlet
Fee	\$175 plus mileage; reduced rates for multiple books
Travel range	Southern and central Wisconsin
References	South Central Library System; Argyle, Benton, Hales Corners, Juda, and Monroe elementary schools; Clown Hall of Fame, Milwaukee

Talk with the Animals

Contact	Charles Roessger, P.O. Box 04622, Milwaukee, WI 53204; (414) 647-2894
Description	"Talk with the Animals" is a live-animal presentation by a former high school biology teacher and Milwaukee Public Museum educator. Both educational and entertaining, the program features Pincushion the Porcupine, Blossom the Possum, and other animal stars. A rat (occasionally with her babies), chinchilla, snake, and dove also are likely to come along. Roessger discusses the intricate designs and uses of animals, the marvels of life, and the interdependence of most forms. His goal is to increase appreciation of and concern for life. With a wireless microphone, he moves freely through the audience so young participants can get a close look at special animal features. The histories of the chinchilla, porcupine, opossum, snake, and dove are especially interesting. A question-and-answer period ends the 45- to 60-minute performance.
Requirements	A rectangular table with a covering of newspapers is needed. Audiences of fewer than 100 are preferred; consecutive programs are recommended for maximum effectiveness and flexibility when a larger group is anticipated.

Fee	\$65 plus \$.20 per round-trip mile beyond Milwaukee County; additional consecutive programs discounted at \$35 each; three programs on same day within a 30-mile radius are \$150 plus the shared mileage charge
Travel range	Approximately 100-mile radius; special arrangements needed for greater distances
References	Butler, Kaukauna, Kohler, Mayville, North Lake, and Racine public libraries

Lance Tallmadge

Contact	Lance Tallmadge, 1023 Michigan Avenue, Wisconsin Dells, WI 53965; (608) 245-6295
Description	Tallmadge (White Bear) is a member of the Ho-Chunk Nation. He was born and raised in Wisconsin Dells. He can address several aspects of Ho-Chunk culture including traditional dance demonstrations. His program often includes the Ho-Chunk creation story, the Winnebago point of origin and territory, the significance of the drum in traditions, and the sacredness of tobacco, eagle feathers, prayer, and the four sacred colors. He will demonstrate male dances using recorded music. He has appeared in educational videos about the Ho-Chunk Nation including <i>Thunder in the Dells</i> (Ootek Productions, 1990). Tallmadge's one and one half hour presentation helps audiences recognize and learn about differences in various ethnic groups; understanding, compassion, and tolerance of other persons' identities are built. Armed with this knowledge, there is an opportunity to help create a world without violence and fear of peoples who are different from mainstream culture.

Tap-It/New Works

Contact	Donna Peckett or Danielle Dresden, 1957 Winnebago Street, Madison, WI 53704; (608) 244-2938; fax (608) 244-9114; tapit@mailbag.com
Description	Grab your atlas and your sense of humor and get ready to Go Global! with "Truckin' Taps and the Mystery Maps," a musical mystery featuring Geraldine Hairspray, the tap-dancing detective, and Lula Mae, the singing truck driver. As elementary school-aged audiences help the detecting duo solve a cross-country caper concerning a missing shipment of toys, they also learn about United States geography and share in the fun of traveling. With lots of audience participation and a study guide, sponsors can readily make the most out of a Tap-It visit. To date, more than 17,000 children throughout the Midwest have enjoyed this production.
Performing area	20 feet by 15 feet
Requirements	Electricity; Tap-It provides its own portable tap-dance mat
Fee	\$225 to \$275 (includes mileage); price breaks for multiple performances; workshops on tap dance are \$75 to \$100
Travel range	Anywhere; available days, evenings, and weekends
References	Columbus, Deerfield, Elm Grove, and Pittsville public libraries; McMillan Memorial Library, Wisconsin Rapids; Cushing Elementary School, Delafield; North Park Elementary School, Racine

Teddy Bear Band

Contact	Teddy Bear Band, c/o Richard Erickson, 2208 West 68th Street, Minneapolis, MN; (612) 861-3570; bearband@minn.net; www1.minn.net/~bearband
Description	The Teddy Bear Band is a live performance music group that inspires movement, imagination, and fun for children, families, and your toy bears. The band acknowledges the audience with "You're in the Show!" Soon the audience finds itself on a musical journey, going on imaginary rides, playing games, and performing "bear-robics". This upbeat musical show is targeted for a young audience but adults love coming along with their children and grandchildren. Teddy Bear Band effectively involves children in developmentally appropriate participation and support the educational and social goals of schools, libraries, and organizations.
Performance area	Flexible
Requirements	Electrical outlet, indoors or out; bring your own teddy bear
Fee	Negotiable; inquire about multiple shows in one area
References	Hennepin County (MN) Public Library; Camp Snoopy, Mall of America; additional references on request

Thread of Life Puppet Company, Inc.

Contact	Christie Knapp, Route 3, Box 66, Westby, WI 54667; (608) 634-2333
Description	"The World of Puppets" is a three-person show about puppetry history presented through the adventures of some of the world's most famous puppets: Punch and Judy, Pinocchio, and the Three Billy Goats Gruff. Marionettes, glove, rod, and shadow puppets range from six inches to ten feet high. Programs for audiences of all sizes feature centuries-old stories and puppet artistry. The three-person show "Br'er Rabbit" weaves together humorous tales of historical interest brought to the United States by African slaves. A sesquicentennial show "Old Abe: The Spirit of Wisconsin" also is available. Available one-person shows are "Circus Rooti-Toot-Toot," "The Shoemaker and the Elves," and "The Troll Mother."
Performing area	8 feet by 16 feet by 10 feet high for three-person shows, 6 feet by 8 feet by 8 feet high for one-person shows
Requirements	Capacity to darken room, electrical outlets
Fee	\$300 plus round-trip mileage for three-person shows, \$150 plus round-trip mileage for one-person shows
Travel range	150-mile radius of Westby
References	Soldiers Grove and Westby public libraries; Coon Valley Elementary School, Coon Valley; State Road Elementary School, La Crosse

Time Traveler

Contact	Lee Scrivner, Point Blank Productions, Box 217, Woodruff, WI 54568; (715) 356-5908
Description	Scrivner is a teacher, artist, historian, and re-enactor from the heart of New France. In the role of a 1790s fur post factor, he appears authentically dressed, from his rawhide moccasin soles to his tricornered hat. He explains in detail the lives of the 18th century French in "Ouisconsin." He displays an array of tools, equipment, trade goods, birch bark vessels, clothes, and other materials from both the French and American Indian cultures of the period. Both educational and entertaining, the text of his program is derived from stories, incidents, and diaries of the early French in New France.
Fee	\$250 for a 60-minute presentation and 30-minute question period; price breaks for multiple shows in same area, same day, or consecutive days
Travel range	Ouisconsin, Iowa, Upper Peninsula of Michigan, Minnesota
References	Burlington, Crandon, Fox Lake, Jefferson, Madison (Sequoia Branch), Medford, Minocqua, Oshkosh, Park Falls, Rhinelander, Watertown, and Waupaca public libraries

Timestep Players: Children's Theater

Contact	Allen or Tracy McCoy, Timestep Players, P.O. Box 16442, Chicago, IL, 60616; (800) 684-0091
Description	Timestep Players presents "Amazing Stories from around the World." The play takes audiences through time to be entertained by characters from all over the world. Storytelling, music, comedy, and dance make the show a unique and exciting adventure for all ages. Complete with set and sound system, this creative 45-minute reading motivational play was designed specifically for library summer reading programs. Join the Timestep players to Go Global with stories from around the world!
Performing area	Flexible, from a minimum 10 feet by 15 feet to full theatrical facility
Requirements	Electrical outlet; show is complete with set and sound system
Fee	\$250 per show, \$350 for two shows, discounts available for multiple shows booked in one area within same time period
Travel range	Nationwide; show and prices above apply only to Wisconsin libraries
References	Iola, Muskego, Somerset, Tomah, Waterloo, and Waupaca public libraries

Mary Tooley—See *Art in a Suitcase*

Traveling to Russia with the Story Fool

Contact	C.R.C. Productions, 7211 Elmwood Avenue, Middleton, WI 53562; (608) 831-1263 or (800) 710-1849; crcproductions@geocities.com ; www.geocities.com/~crcproductions
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Description	The program concentrates on folkways of Russia and also will touch on other eastern European countries. Russia, with one-eighth of the world's total land mass and over 130 different ethnic groups, is a fascinating land. The Story Fool has traveled in Russia and in 1997 became the husband of a Russian woman. He brings his personal experiences to light through songs and stories. He includes a number of artifacts from Russia, including fur hats, matrioshkas (nesting dolls), and musical instruments such as the balalaika. The songs are traditional Russian children's songs, many of which have counterparts in western Europe.
Performing area	6 feet by 6 feet
Requirements	Electricity
Fee	\$175 plus mileage; discounts available for multiple bookings and other reasons; please inquire
Travel range	Unlimited
References	On request

The Troubadour Teachers

Contact	Jody Schneider or Veronika Kropp, P.O. Box 340966, Milwaukee, WI 53234; (414) 541-4229
Description	Where in the world are The Troubadour Teachers? Put away the textbooks, pack a smile, and have "Fun with French" to find out. Cruise the globe with Kropp and Schneider through the sights, sounds, and cultures of over 90 million people on five continents and in 40 countries where French is spoken. One 45- to 60-minute program offers a variety of interactive activities that introduce simple French words and language patterns. Children join in lively songs, stories, rhythms, and games. Topics, adaptable to any age or theme, are selected from: numbers, alphabet, colors, shapes, foods, family, animals, feelings, culture, and more.
Performing area	Adequate floor space for activities and games
Fee	\$125 for one program; \$200 for two (same day and location); add travel expenses outside Milwaukee area
Travel range	100-mile radius of Milwaukee; Chicago area
References	Sussex Public Library; Bastille Days Children's Stage, Milwaukee; Milwaukee French Immersion School

Truly Remarkable Loon, Comedy Juggler

Contact	Truly Remarkable Loon, P.O. Box 14052, Madison, WI 53714-0052; (608) 256-3307 or toll free (888) 256-3307
Description	Loon offers fast-paced shows for children or families. A great variety of technical juggling and balancing feats are accompanied by nonstop comedy patter, lots of audience participation, and a big dose of fun. Adults and children are equally amazed, amused, and entertained. Loon's reading show, "Read Books and Juggle Everything Else," promotes books, reading, and libraries while he juggles and balances everything else: clubs, diabolos, a mongoose, scarves, sports equipment, a parasol, and giant beanbag chairs! Following the finale of plate spinning, Loon tells the true story of how he learned to spin plates from a library book. He takes pride in his positive, upbeat humor and shares with the audience the benefits of a positive attitude and believing in oneself. Loon has traveled the world with his juggling act. He has brought back many tricks and toys from his travels. Go Global: Read! is a natural theme for this show. Loon also offers a family fun show, "Merry Anticipation of Disaster," that includes even more audience participation and running gags; it is entertaining for all ages. This show finishes with fire torch juggling. Safety is ensured by volunteer fire fighters from the audiences in this exciting and funny flaming finale! Loon also offers a "Juggling Workshop" for ages 10 and older. He suggests a performance first to introduce the many types of juggling and to motivate the participants' interest. Afterwards, he will lead up to three groups with a maximum of 30 per group, for 45 to 60 minutes per group. Learning to juggle builds confidence and self-esteem. All equipment is provided.
Performing area	8 feet by 10 feet with 8 feet vertical clearance; outdoor shows are welcome
Fee	For weekday engagements: \$375 for one performance or workshop; \$475 for performance and workshop or two performances at one library on same day; \$575 for one performance at each of two libraries on same day; travel is additional at \$.25 per mile; block bookings as low as \$250 per show with a minimum of six shows on three consecutive days

Travel range Worldwide; year-round
 References Random Lake Public Library; Brown County Library, Green Bay; Hawthorne Branch, Madison Public Library; North Shore Library, Glendale; McMillan Memorial Library, Wisconsin Rapids; Ethel Everhard Memorial Library, Westfield; Elk Grove Village, Lisle, Mount Prospect, Oak Park, and Saint Charles public libraries (IL)

Fred Turk, Songster

Contact Fred Turk, 10010 West Leon Terrace, Milwaukee, WI 53224; (414) 353-5763 (home), (414) 354-3650 (work)
 Description Turk performs traditional songs with banjo and guitar accompaniment and encourages lots of audience participation. He includes many of his own original compositions. In one song, children learn how to whistle; in another, they interact with puppets. He offers a hand-clapping, toe-tapping program for the entire family. A preview videotape is available upon request.
 Performing area Flexible
 Requirements One or two tables, electrical outlet
 Fee \$75 per show (negotiable) plus mileage outside metropolitan Milwaukee area
 Travel range Statewide
 References Cudahy and Hartland public libraries; Thoreau Elementary School, Milwaukee; Milwaukee County Zoo

Douglas G. Udell

Contact Douglas G. Udell, P.O. Box 71027, Milwaukee, WI 53211; (414) 964-3684
 Description Udell performs children's music for three- to ten-year-olds. Audience participation in nearly every song helps add an honest sense of fun and delight to each concert. Young children find it easy to join in on the familiar songs, new songs, fingerplays, and movement songs. There's always a brief drama activity or two. Programs can include a story involving audience participation. Udell has been performing children's music for 14 years and is a former preschool teacher (14 years). Currently he is a full-time faculty member of the Milwaukee Area Technical College's Child Care and Development Department, where he helps train future preschool teachers. Udell has three well-loved tapes available, *at My House: Songs for Children*; *Dance around the Bullfrog*; and *Purple Pony*.
 Performing area Large enough indoor space for children to sit on the floor
 Requirements An armless chair, glass of water without ice; concerts in large spaces may require a sound system (additional fee if provided by performer)
 Fee \$80 in Milwaukee metro area, discounts for multiple bookings; higher fee outside this area depending on distance
 Travel range Two to three hours from Milwaukee; further if multiple bookings are arranged
 References Brookfield, North Lake, Oconomowoc, Shorewood, Twin Lakes, and Whitefish Bay public libraries; Mead Public Library, Sheboygan

Marsha Valance, Storyteller

Contact Marsha Valance, 6639 West Dodge Place, Milwaukee, WI 53220-1329; (414) 543-8507; mvalan@mpl.org
 Description Valance invites program participants to go global by enjoying true stories and folktales from many ages and cultures.
 Performing area Small area in which to walk about
 Requirements Indoors preferred, intimate but flexible; table or bench for props; pitcher of water and glass; microphone for large groups
 Fee \$100 plus expenses for 45-minute performance; \$150 plus expenses for two programs; payable day of performance
 Travel range Statewide
 References New Berlin Public Library; St. Luke's Health Care Center, Hales Corners; Badger Home for the Blind, Milwaukee

Gary Vice, Comedy Juggler/Magician

Contact Gary Vice, P.O. Box 561, Prior Lake, MN 55372; (612) 447-3844



Description	The audience will be challenged to keep track of the water in this special show and will surely be doing "the wave." One routine features a rose that keeps wilting unless continually watered; the water pours endlessly out of a pitcher but disappears in cups and a newspaper. The "water juggling" finale occurs after juggling over children, around children, and actually juggling a child! Celebrity volunteers, plate-spinning, and illusions add to the variety of the 45-minute performance
Performing area	Adaptable to any venue regardless of ceiling height or space limitations; outdoor shows possible; Vice provides own sound system
Fee	Negotiable depending on number of programs desired and time frame involved; Vice seeks area-wide commitments performing two to three shows per day for \$375 to \$500 per day plus area's standard travel (mileage, lodging) expenses
Travel range	Unlimited
References	Chippewa Falls, Hudson, and River Falls public libraries; L.E. Phillips Memorial Public Library, Eau Claire; Unity Elementary School, Balsam Lake; Jack Pine Savage Days, Spooner; Minnesota Children's Museum, St. Paul, MN

Dennis Warner: Kids Concert

Contact	Tammy Anhalt, Main Trail Productions, P.O. Box 365, Clearwater, MN 55320; (320) 558-6940; oneworld@netlinkcom.com; www.netlinkcom.com/~oneworld
Description	Warner provides an energetic blend of music and humor in a special concert just for kids (ages 4 through 12) and others who like to have fun! He tours nationally, has released four albums, and has hosted his own program on National Public Radio. His show is fast-paced, high-energy, and full of audience participation.
Performing area	Space adequate for audience size
Requirements	Armless chair, glass of water
Fee	\$150 per program for multiple library bookings
References	Somerset Public Library; L.E. Phillips Memorial Library, Eau Claire; Arrowhead Library System

Elizabeth Was

Contact	Elizabeth Was, Route 1, Box 131, LaFarge, WI 54639; (608) 625-4619
Description	"Honkers, Clackers, and Squeakers" introduces the vast world of sound and sound makers. Was displays, discusses, and demonstrates the making and playing of her collection of handmade, found, and international musical instruments. Her presentation focuses on the use of found, recyclable, and indigenous materials to make instruments simply and inexpensively at home. She also emphasizes freeing one's ears to enjoy world music and funny sounds. Depending on audience size, there may be opportunities for hands-on experimentation with the instruments through structured improvisation. Follow-up sessions involving instrument-making also can be arranged. Her program "When Is a Book Not a Book?" features a variety of unique "books" made from unusual materials. Call for more information.
Fee	\$75 per 45- to 60-minute program plus state standard travel expenses; negotiable fees for longer times or extra days
Travel range	100-mile radius of Richland Center; further with a negotiable fee increase
References	Cross Plains and La Crosse public libraries; State Road Elementary School, La Crosse; Hearts and Hands Children's Center, Mt. Horeb; After School Daycare Association, Madison

Wayne the Wizard

Contact	Wayne the Wizard, 4338 Lilac Lane, Madison, WI 53711; (608) 274-9411
Description	Wayne the Wizard's action-packed 40- to 45-minute show "Magic from around the World! includes illusions made famous by magicians from all corners of the globe. Included will be magic from India, China, England, France, and Germany as well as from the United States. He also is an accomplished ventriloquist and will perform a comedy routine themed around geography with his little buddy "Wally." The wizard also will create some interesting balloon sculptures. He provides his own sound system, backdrops, and table.
Performing area	16 square feet up against a wall; stages or raised areas are ideal; outdoor shows possible in a flat shaded grassy area, but a shelter house is preferred
Requirements	Audience seating directly in front of performer, not to the sides or behind

Fee	\$175 per show within 40-mile radius; \$225 per show between 40- and 80-mile radius; \$250 per show between 80- and 120-mile radius; \$275 plus mileage and time beyond 120 miles; multiple bookings in an area encouraged for package rates; all fees over \$250 subject to some negotiation depending on date, time, and location. (Peterson also offers the option of selling balloon animals and some small magic tricks after the performance for a small charge.)
Travel range	Unlimited
References	Dodgeville and Sheboygan Falls public libraries, Hedberg Public Library, Janesville; South Central Library System

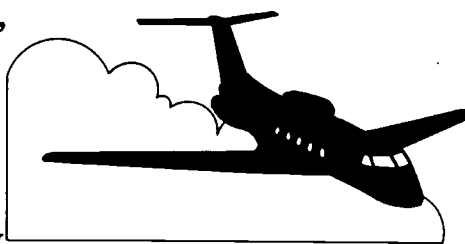
Judy Weckerly—See *Actors All Participation Theater*

Kay Weeden—See *The Clever Storyteller*

Nancy Weiss-McQuide—See *Jump, Giggle, Mime, and Wiggle*

Wendt, Brad—See *WendtWorks, Brad E. Wendt, Frisbee™ Shows and Contests*

Wendt, Karen—See *WendtWorks, Karen M. Wendt, Facepainter and Storyteller*



Wendtworks, Brad E. Wendt, Frisbee™ Shows and Contests

Contact	Brad E. Wendt, 149 Dunning Street, Madison, WI 53704; (608) 246-2174; bewendt@facstaff.wisc.edu
Description	Wendt has been directing local, national, and world class Frisbee™ tournaments. He will design an entertaining one-hour performance of Frisbee™ skills to fit your needs and audience age; it will include disc golf, freestyle, and accuracy components. He prefers working with children 8 years old and older. He also gives programs about his tournament experiences around the world. Please request a descriptive brochure.
Performing area	Space to fit the type of show you wish; outdoors or indoors
Requirements	Adult helpers to supervise children
Fee	Minimum \$150 plus mileage; reduced fees for multiple bookings in same area; fees negotiable for distance beyond 120 miles
Travel range	180-mile radius from Madison
References	South Central Library System; additional references upon request

Wendtworks, Karen M. Wendt, Facepainter and Storyteller

Contact	Karen M. Wendt, 149 Dunning Street, Madison, WI 53704; (608) 246-2174; bewendt@facstaff.wisc.edu
Description	In the hour-long program "Explore Face Painting around the World" Wendt describes several aspects of how people in various parts of the world have used body art in their cultures. A few children may be chosen for a demonstration. She provides hints and tips on how children can do their own face painting. Suitable for all ages. In "Painted Faces!" all children attending will get their faces painted with a simple cheek art design. Wendt's ability to produce creative, colorful designs will please the audience. Program length is flexible to accommodate the number of children; the program fits well with picnics, concerts, and carnivals and is suitable for all ages. Audiences at the "Go Global: Stories from Here and There" program will meet Pat who loves hats. Pat's hats take her to France, Italy, Mexico, and several other countries. Mrs. Karedy, on the other hand, wants a new house; which house and where will she choose? Wendt shares stories that touch children's imaginations and take them to different parts of the globe. Folktales, prop stories, and participation stories give a taste of how people in other countries live. The 50- to 60-minute program is geared for children ages three through nine.

Performing area	8 feet by 10 feet for face painting; 6 feet by 6 feet for storytelling; indoors or outdoors
Requirements	Small table for face painting; large table and two chairs for storytelling
Fee	Minimum \$80 plus mileage; slightly reduced fees for multiple bookings; fee negotiable for distances greater than 90 miles
Travel range	120-mile radius from Madison
References	Irma Stein Public Library, Presque Isle; South Central Library System; additional information upon request

Carol Weston—See *Magical Music and Rhyme with Carol Weston*

Natalie Whitehead—See *Calamity Jane with Laura Ingalls Wilder*

Wildflower Embellishments

Contact	Kristine Pamenter, W7838 CTH F, Cascade, WI 53011; (920) 528-8440 or (888) 311-7373; wildflower@excel.net
Description	Folklore, facts, and fabric of flowers is what Pamenter presents in her perennial program "The Global Garden." She has been collecting historical, humorous, and heartwarming horticultural tales for years. Stories, stamps, songs, and slides focus on the beauty exemplified in both exotic and indigenous plants and people. Her emphasis is on equality, ecology, and ethnic diversity as we explore the unique trials and travels shared by residents of planet earth. Folk costumes and fabrics embellished with flowers may be featured or choose a singing slide show of flowers and faces from many places in the global garden.
Performing area	Flexible, indoors or out
Requirements	Electrical outlet when slide projector is used
Fee	\$75 plus mileage; multiple performances in same area share mileage fees
Range	Statewide
References	Mead Public Library, Sheboygan; Schlitz Audubon Center, Milwaukee; Olbrich Botanical Gardens, Madison

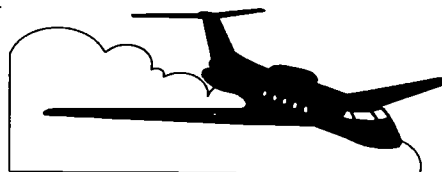
Windi the Sailor

Contact	Adair Performance, 1632 South Indiana Avenue, #709, Chicago, IL 60616; (888) 45 ADAIR
Description	Join Windi the Sailor as she sings about her worldwide adventures. From scenes of wild jungles to colorful cities to majestic mountains, Windi creates the time and setting and uses her audience members to enact many of the roles of people she meets on her journey. Windi takes you on an exciting excursion filled with music, dancing, song, and lots of audience participation. The entire program revolves around the inclusive concept of <i>We are the World</i> with new lyrics added to encourage reading.
Performing area	Flexible
Fee	Flexible; discounts available for small libraries and/or multiple shows
Travel range	Nationwide
References	Navy Pier, Chicago; Ridgefest, Park Ridge, IL

Kris Winter—See *Paper Cow Productions*

Wisconsin Arts Board

Contact	George Tzougros, Executive Director, 101 East Wilson Street, First Floor, Madison, WI 53702; (608) 266-0190
Description	The board is responsible for the support and development of the arts throughout Wisconsin. Its funding programs provide grants to individual artists, nonprofit arts organizations, schools, and other nonprofit community organizations to create and present art to the public. Its services provide information, technical help, and networking tools to enhance the work of arts administrators and artists.



Wonders of Magic with David Seebach

- Contact** Class Act, 732 West Main Street, Lake Geneva, WI 53147; (414) 249-0700 or (800) 808-0917; fax (414) 249-0773; class-act@juno.com; www.class-act.com
- Description** Seebach provides a program designed to entertain, mystify, and delight children of all ages. His fast-paced show featuring illusion and sleight of hand includes music and costumes. See him levitate, watch him saw someone in half, observe as his assistant is changed into a lion or tiger. Besides comedy and audience participation, he emphasizes values and good living habits. The 45- to 60-minute programs can be tailored to specific themes and are always age-appropriate.
- Performing area** 12 feet by 16 feet minimum; raised stage preferred
- Requirements** Microphone, dressing room, half-hour needed for set-up
- Fee** \$375 for one program, \$575 for two; negotiable for tour of several engagements
- Travel range** Nationwide
- References** Bloomingdale (IL) Public Library; McMillan Memorial Library, Wisconsin Rapids

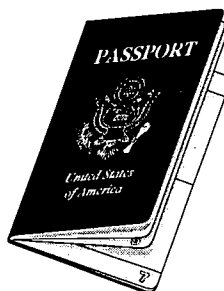
Doug "The Woz" Wozniak

- Contact** Doug Wozniak, 4678 139th Street, Chippewa Falls, WI; 54729; (715) 723-6331; fax (715) 723-0513
- Description** Welcome to the wonderful wild, wacky, whimsical world of "Woz." There's always a rollicking variety of family fun and a trunk full of surprises at every performance. Come join the zany adventure where you're a part of this creative, merry, mischievous romp. See amazing magical marvels, classical comedy clowning, silly stunt-filled songs, and a jambalaya of jocular juggling. "Woz" is a versatile vaudeville variety artist who provides fun for all ages. There's always a cheerful earful, miles of smiles, and laughter long after. "Woz" is the winner of the 1996 Wisconsin Area Music Industry Children's Entertainer of the Year award.
- Performing area** 10 feet by 12 feet
- Requirements** Table for props, electricity
- Fee** \$125 plus travel expenses; price break for multiple shows
- Travel range** Midwest
- References** Arrowhead Library System, Virginia, MN

Terri Young

- Contact** Terri Young, 1019 McKinley Avenue, Beloit, WI 53511; (608) 365-4577; TerriYoung@aol.com
- Description** Young is a songwriter and performer who has written and recorded songs for two children's cassette albums. Her program includes lively music appropriate for preschool and kindergarten children. These tunes are accompanied by guitar, unique visual aids, and active participation from the audience. While the young are being entertained by songs about feelings, behavior, and humor, adults have the opportunity to observe fresh methods of using music as a valuable learning tool.
- Fee** \$100, plus \$.32 per mile, for a 45-minute performance; price breaks for more than one performance in an area
- Travel range** Wisconsin, Illinois, Iowa
- References** Beloit Public Library; Southwest Library, Kenosha; Community Library, Salem; Rockford (IL) Public Library

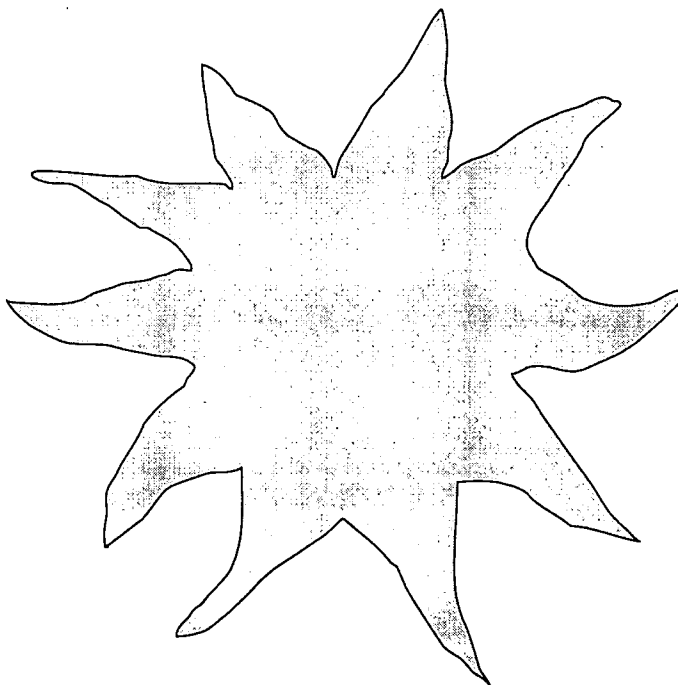
Lois Zucek—See Lois Skiera-Zucek

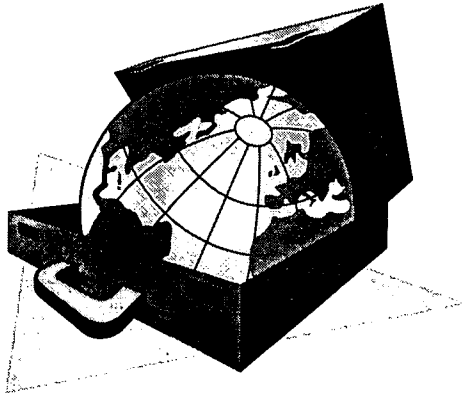


Performer Evaluation

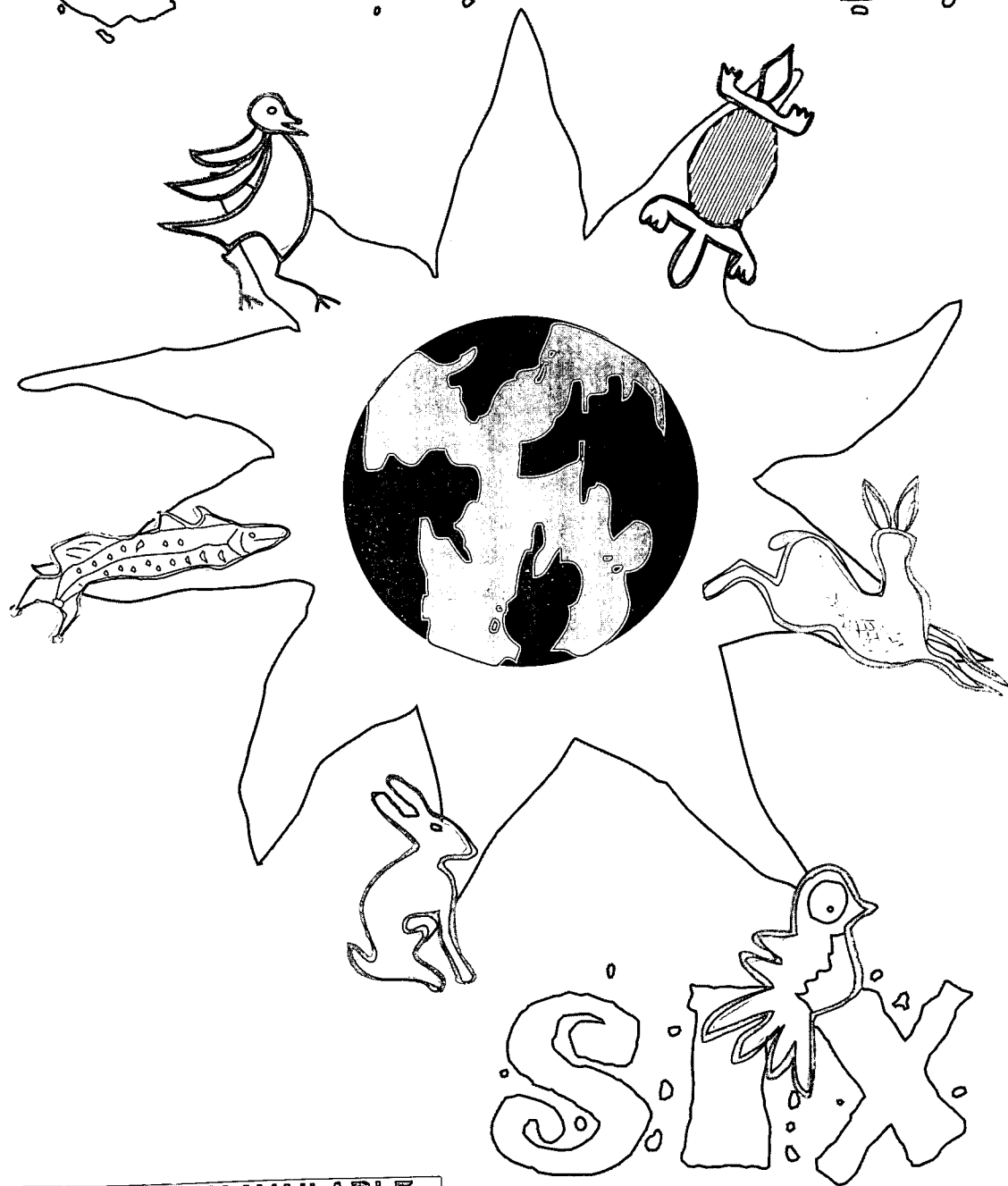
This form is provided for the convenience of library systems that maintain central records of information about performers. If your system has such files, you may copy this form, fill it out, and send it to your system's youth services liaison. While each artist or group is asked to provide references for inclusion in the manual, your reactions will help in maintaining a valid roster.

PERFORMING ARTIST EVALUATION	
Name <i>First and Last</i>	Telephone <i>Area/No.</i>
Library	
Library Address	
Name of Performer or Group	
Date of Performance at Your Library	Please rate the performance <i>Check one.</i> <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Unsatisfactory
COMMENTS	
<i>Please be specific, especially in describing any problems or unsatisfactory performance.</i>	





CHAPTER



BEST COPY AVAILABLE

Resources for People Who Have Hearing Loss and/or Visual Disabilities

The information in this section is provided to help you serve special children in your community. Be aware of the full range of recreational activities these children are able to take part in and of their interests. In your publicity and promotional pieces, remember to include appropriate information about wheelchair accessibility, the availability of signing for those who are deaf, and any other special services your library can provide. Work with schools to transmit information about the public library to the families of these special children.

Services for the Deaf and Hard of Hearing

The map on the next page identifies the regional coordinators for deaf and hard of hearing services for the Wisconsin Office for the Deaf and Hard of Hearing, Bureau of Sensory Disabilities, Division of Supportive Living, Health and Family Services. The person listed for each area is available for consultation on matters related to serving persons with hearing loss.

Several services handle statewide scheduling of individuals who interpret programs in sign language. Independence First Interpreter Coordination Service can be reached at (800) 542-9838 or (414) 291-7535. Professional Interpreting Enterprise can be reached at (888) 801-9393 or (414) 543-4421. Interpreter Connection provides interpreters for a wide variety of foreign languages as well as American Sign Language and works with interpreters who specialize in educational settings and children; call (608) 241-4660, (888) SIGN4ME, or TTY (608) 241-4663. Interpreter Connections also presents informational programs to enhance awareness of cultural differences and the role of interpreters.

Services for Those with Visual Impairments

Reference and Loan Library

The Reference and Loan Library in Madison owns a collection of approximately 200 large-print books recommended for children in third through fifth grades. Contact Reference and Loan at (608) 224-6160 for further details about borrowing materials from this special collection.

Regional Library for the Blind and Physically Handicapped

The Wisconsin Regional Library for the Blind and Physically Handicapped has established 20 service centers and four deposit collections in various Wisconsin public libraries in an effort to better serve its patrons and increase public awareness of the Regional Library. The centers are mobile shelving display units filled with about 250 Talking Books on a wide range of topics; materials for children and young adults are included. Borrowers registered with the Regional Library can use the cassettes and discs. Information and application forms for becoming a registered borrower are available at local public libraries or can be obtained from the Regional Library by calling (414) 286-3045 (Milwaukee) or (800) 242-8822 in Wisconsin.

The Regional Library also will take part in the 1999 statewide Summer Reading Program with the theme Go Global: Read! Any of its young registered borrowers may participate by visiting his or her public library. Local librarians may request Braille copies of activities identified in chapter 4 of this manual by telephoning the Regional Library.

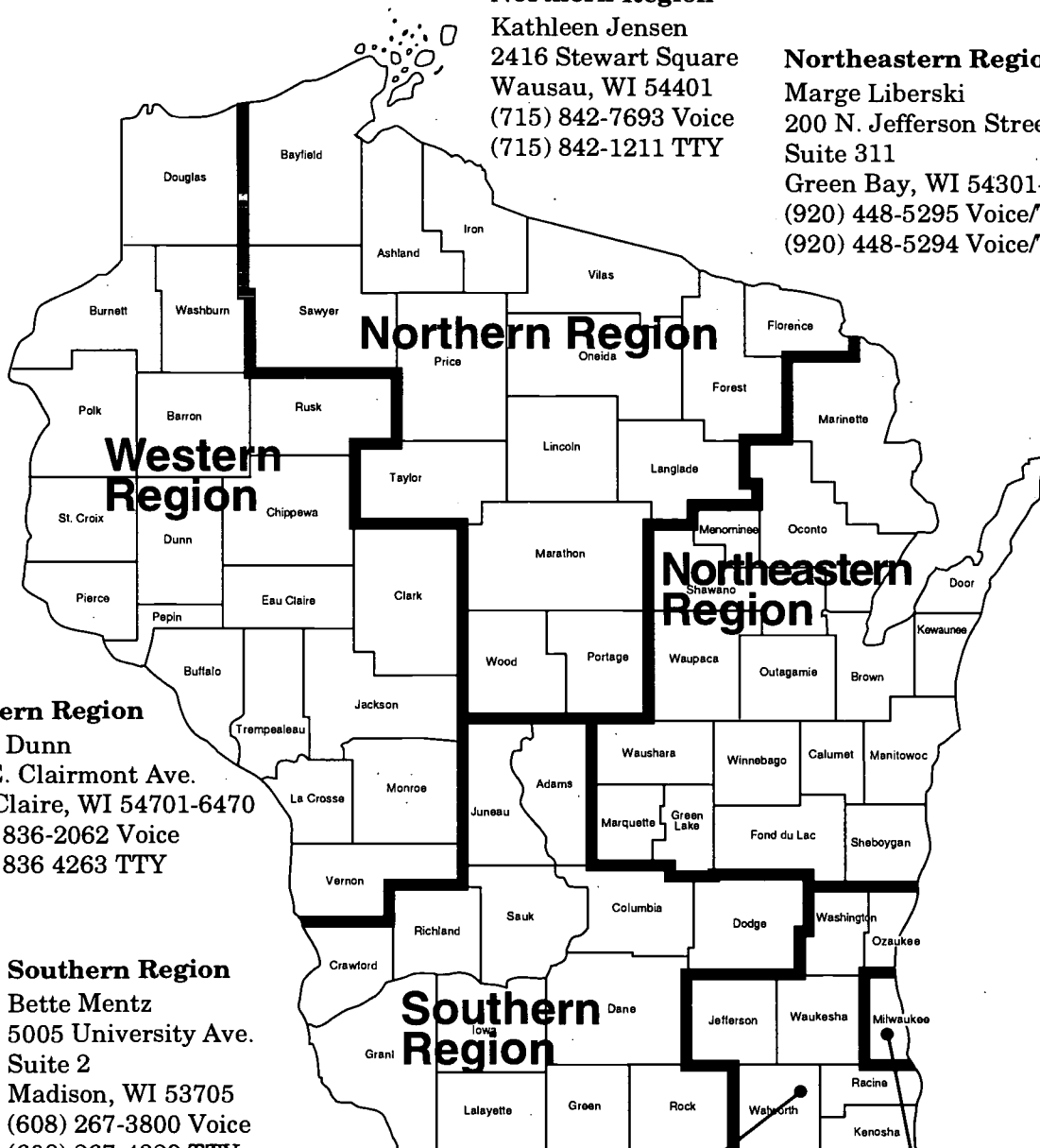
Coordinators of Deaf and Hard of Hearing Services

Northern Region

Kathleen Jensen
2416 Stewart Square
Wausau, WI 54401
(715) 842-7693 Voice
(715) 842-1211 TTY

Northeastern Region

Marge Liberski
200 N. Jefferson Street
Suite 311
Green Bay, WI 54301-5191
(920) 448-5295 Voice/TTY
(920) 448-5294 Voice/TTY



Western Region

Western Region

Irene Dunn
517 E. Clairmont Ave.
Eau Claire, WI 54701-6470
(715) 836-2062 Voice
(715) 836 4263 TTY

Southern Region

Bette Mentz
5005 University Ave.
Suite 2
Madison, WI 53705
(608) 267-3800 Voice
(608) 267-4329 TTY

Southern Region

Southeastern Regions I & II

Southeastern I Region

Ron Sanders
141 NW Barstow Street
Room 157
Waukesha, WI 53187-1349
(414) 521-5128 Voice
(414) 521-5162 TTY

Southeastern II Region

Amy Rowley
555 West Layton Avenue
Suite 430
Milwaukee, WI 53207
(414) 769-5726 Voice
(414) 769-5708 TTY

BEST COPY AVAILABLE

Regional Library staff members have assembled the following list of worldwide titles available through the Regional Library. They hope many of their young patrons will participate by exploring some of these adventurous offerings.

Cassette Books—Kindergarten through Grade 2

- RC 36317 Early, Margaret. *William Tell*
1 cassette A retelling of the story of Switzerland's greatest hero.
- RC 13619 Handforth, Thomas. *Mei Li*
1 cassette Mei Li, a young Chinese girl, spends an exciting day at the New Year's Fair. Caldecott Medal winner.
- RC 35171 Kamal, Aleph. *The Bird Who was an Elephant*
1 cassette A small bird visits a Hindu village.
- RC 43604 Soto, Gary. *The Old Man and His Door*
1 cassette An old man in Mexico misunderstands his wife and carries their front door to a picnic.
- RC 36301 Stamm, Claus. *Three Strong Women: A Tall Tale from Japan*
1 cassette Forever Mountain, a vain wrestler, is defeated by three women whom he insults.

Books on Disc—Kindergarten through Grade 2

- RD 10038 Bang, Betsy. *The Old Woman and Her Pumpkin: A Bengali Folktale*
1 disc A skinny old woman outwits a jackal, bear, and tiger who want to eat her.
- RD 09018 Boden, Alice. *The Field of Buttercups: An Irish Story*
1 disc A cunning leprechaun outwits Michael O'Grady, who is after his pot of gold.
- RD 13077 De Paola, Tomie. *Helga's Dowry: A Troll Love Story*
1 disc Helga, a troll, ventures into a Scandinavian village to earn her dowry.
- RD 07188 Wiesner, William. *Moon Stories*
1 disc Amusing stories from Czechoslovakia, Persia, and England.
- RD 06961 Wolkstein, Diane. *8,000 Stones: A Chinese Folktale*
1 disc P'ei, the clever young son of the governor, discovers how to weigh an elephant.

Braille Books—Kindergarten through Grade 2

- BR 5901 Bemelmans, Ludwig. *Madeline's Rescue* (Print/Braille)
1 volume Madeline is saved from drowning by the dog Genevieve in rhythmic text. A Caldecott Medal winner.
- BR 5922 Ets, Marie H. *Nine Days to Christmas* (Print/Braille)
1 volume Ceci, a young Mexican girl, is excited because she is old enough to buy a piñata for the Christmas party. A Caldecott Medal winner.
- BR 3637 Riordan, James. *Little Gray Neck* (Print/Braille)
1 volume A Russian folktale about an injured duck who cannot fly south for the winter.
- BR 7919 Rodanas, Kristina. *The Story of Wali Dad* (Print/Braille)
1 volume Wali Dad, a simple grass cutter in India, desires a wife.

- BR 7518 Willard, Nancy. *The Voyage of the Ludgate Hill: Travels with Robert Louis Stevenson*
 1 volume Poems inspired by Stevenson's voyage across the Pacific Ocean. (Print/Braille)

Kits (Print/Braille Book and Cassette)—Kindergarten through Grade 2

- Kit 46 Cowcher, Helen. *Antarctica*
 1 book A brightly colored look at our smallest continent and its inhabitants.
 1 cassette
- Kit 47 Cowcher, Helen. *Rain Forest*
 1 book Focuses on the world of the rain forest.
 1 cassette
- Kit 25 Leaf, Munro. *The Story of Ferdinand*
 1 book The classic story of a Spanish bull who prefers smelling flowers to fighting in the bullring.
 1 cassette
- Kit 45 Yashima, Taro. *Umbrella*
 1 book The story of a Japanese girl's enthusiasm for her birthday umbrella.
 1 cassette
- Kit 69 Young, Ed. *Lon Po Po: A Red Riding Hood Story from China*
 1 book Three sisters are menaced by a wolf disguised as their grandmother.
 1 cassette

Cassette Books—Grades 3 and 4

- RC 28166 Bjork, Christina. *Linnea in Monet's Garden*
 1 cassette Linnea takes a trip to Paris to visit the home of the famous artist, Claude Monet.
- RC 38271 Godden, Rumer. *Listen to the Nightingale*
 1 cassette Lottie has the chance to try out for Madame Holbein's ballet company.
- RC 11521 Hope, Laura Lee. *The Bobbsey Twins and the Talking Fox Mystery*
 1 cassette On a trip to Quebec, the Bobbsey Twins encounter a lost St. Bernard puppy and a thief stealing a talking fox.
- RC 40073 Jackson, Dave. *Escape from the Slave Traders*
 1 cassette Wikatani and Chuma, grazing their sheep near Lake Shirwa, are captured by slave traders.
- RC 09454 Kennedy, Richard. *The Parrot and the Thief*
 1 cassette In this Laotian legend, a wily parrot outwits the thief who steals him from his owner.

Books on Disc—Grades 3 and 4

- RD 07300 Bang, Molly. *The Goblins Giggle, and Other Stories*
 1 disc Five spooky tales from Germany, France, Japan, Ireland, and China.
- RD 09372 Belpre, Pura. *Juan Bobo and the Queen's Necklace*
 1 disc A Puerto Rican folktale about a simple man who finds the queen's missing pearl necklace.

- RD 5628 Farjeon, Eleanor. *Legendary Tales of Mighty Men*
1 disc Stories of heroes, from ancient Greece to the age of chivalry.
- RD 11566 Gathorne-Hardy, Jonathan. *The Airship Ladyship Adventure*
1 disc A young girl voyages to the Swiss Alps, an African jungle, and the mountains of the moon.
- RD 10191 Perl, Lila. *America Goes to the Fair*
1 disc A lively survey of the magic of fairs.

Braille Books—Grades 3 and 4

- BRW 519 Henry, Marguerite. *King of the Wind*
1 volume An Arabian stallion and a mute stableboy travel together from Arabia to England to help found the Thoroughbred breed.
- BRW 1 King, Sandra. *Shannon: An Ojibway Dancer*
1 volume A 13-year-old Minneapolis girl takes part in two Native American drum and dance groups.
- BR 8987 Knight, Margy B. *Talking Walls*
1 volume An exploration of similarities and differences among diverse cultures through walls built worldwide, such as the Great Wall of China, the Wailing Wall in Jerusalem, and the Vietnam Veterans Memorial in Washington, DC.
- BR 10018 Mayer, Marianna. *Turandot*
1 volume A beautiful Chinese princess thinks up deadly tests for prospective suitors.

Kits (Print/Braille and Cassettes)—Grades 3 and 4

- K 66 Rohmer, Harriet. *The Invisible Hunters* (Spanish and English)
1 book A Nicaraguan legend about the power of greed.
1 cassette
- K 58 Rohmer, Harriet. *Uncle Nacho's Hat* (Spanish and English)
1 book A Puerto Rican story of Uncle Nacho and his marvelous hat.
1 cassette
- K 65 Voices of Liberty. *The Mountain of Men* English and Khmer.
1 cassette

Cassette Books—Grades 5 and 6

- RC 30471 Bergman, Tamar. *The Boy from Over There*
2 cassettes The impact of Israel's 1947 War for Independence on the residents of one Jordan Valley kibbutz.
- RC 40420 Gee, Maurice. *The Champion*
2 cassettes In 1943 New Zealand, Rex and his family house a recuperating African American soldier.
- RC 33123 Gripe, Maria. *Agnes Cecilia*
1 cassette Orphaned Nora finds a ghost in the old Swedish house to which she has moved.
- RC 33647 Kent, Deborah. *Cindy*
1 cassette Cindy resents having to spend her junior year of high school in Mexico City.

RC 40416 Rupert, Janet. *The African Mask*
 2 cassettes Layo, who is learning pottery from her grandmother, finds out her future husband is not a potter.

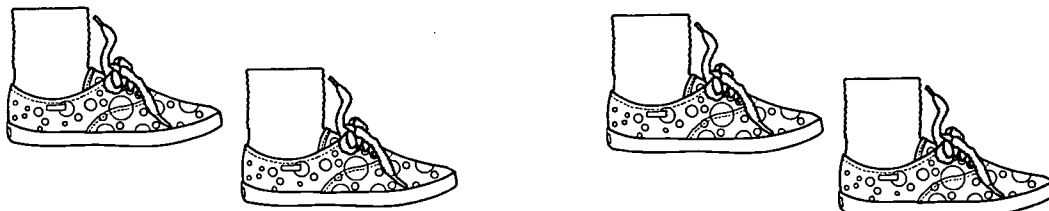
RC 18958 Ullman, James Ramsey. *Banner in the Sky*
 2 cassettes Young Rudi Matt takes part in the original ascent of the Matterhorn.

Disc Books—Grades 5 and 6

- RD 10036 Benary-Isbert, Margot. *Blue Mystery*
 2 discs Annegret solves the mystery of the rare blue gloxinia stolen from her German father's nursery.
- RD 10530 Colum, Padraic. *The Children of Odin: The Book of Northern Myths*
 2 discs From the twilight of the Gods to the fall of Asgard.
- RD 11032 Jennings, Gary. *The Rope in the Jungle*
 2 discs A Massachusetts ropemaker is hired to repair a four-mile-long rope in a Mexican jungle.
- RD 6948 Morgan, Alison. *Pete*
 2 discs A falsely accused Welsh teenager runs away to find his construction worker father.
- RD 7956 Pace, Mildred M. *Wrapped for Eternity*
 2 discs An exploration of the mysteries of mummification and Egyptology.

Braille Books—Grades 5 and 6

- BR 5689 De Wit, Dorothy. *The Talking Stone: An Anthology of Native American Tales and Legends*
 2 volumes Stories about tribal history, heroes, tricksters, and animals.
- BR 7917 Fisher, Leonard E. *Theseus and the Minotaur*
 1 volume Retells the Greek myth about the hero's battle with the monster who was half-bull, half-human.
- BR 797 Houston, James. *The White Archer: An Eskimo Legend*
 1 volume A young Eskimo swears to avenge his parents' violent deaths, but outgrows hatred as he matures.
- BR 5427 Jenness, Aylette. *A Life of Their Own: An Indian Family in Latin America*
 3 volumes A vivid portrait of Indian life in Guatemala.
- BRW 107 Mori, Kyoko. *One Bird*
 5 volumes After her mother leaves them, 15-year-old Megumi tries to understand her father's needs while coping with her own aching loss.



Catalogs

These companies can be additional sources of materials and prizes to enhance your summer program.

American Library Association, 50 East Huron Street, Chicago, IL 60611; (800) 545-2433
Check the current ALA graphics catalog for "Global Reach. Local Touch" and "Books Come in All Colors" posters and other products.

Better Containers Mfg. Co., Inc., 530 Hyde Park Avenue, Hillside, IL 60162; (800) 831-6049
Reinforced plastic bags measuring 16" wide by 18" tall are available. Call for information on in-stock designs related to summer reading. Two designs were available in fall 1998 at \$50 for a case of 250 bags.

Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012; (800) 999-2160
Request the Council's current catalog. In 1998 a variety of items that relate to the Go Global theme were available including posters with the slogans "Oh, the Places You'll Go" and "Books Go Everywhere." Another colorful and relevant poster contains the word "read" in 14 languages.

Demco, P.O. Box 7488, Madison, WI 53707-7488; (800) 356-1200

Go Global: Read! with time travel via materials related to ancient China, Greece, Rome, and Egypt, all a part of Demco's Past Ports product line. Examine the current promotions catalog for theme-related materials such as bookmark sets of Australian animals, folk arts, rain forests, and wild members of the cat family. Look over the pencil collection for theme-related slogans and illustrations such as rain forests, endangered species, polar animals, and sea life. "Cultural Rainbow: An American Alphabet" features photographs of a variety of cultural artifacts set on a shaded rainbow background. Look in the current *Kids & Things* catalog for wall hangings showing children of different races and cultures.

Filmic Archives, the Cinema Center, Botford, CT 06404; (800) 366-1920; fax (203) 268-1796
Request the "Really Good Stuff" catalog and check over the Earth stickers and other inexpensive items.

Gifts Galore, 14559 Waverly Avenue, Midlothian, IL 60445; (800) 662-6777

Request the current catalog to view an assortment of small items suitable for prizes.

Kidstamps, P.O. Box 18699, Cleveland Heights, OH 44118; (800) 727-5437
Request the current catalog to check availability of Sandra Boynton's exuberant "Travel by Book" critter, Marilyn Hafner's reader in a boat with a sail and the message "Books Carry You Away," and Michael Bond's Paddington Bear series. Look for stamps with a multicultural flavor from well-known children's book illustrators such as Leo and Diane Dillon and Gail Haley.

Kipp Brothers, Inc., 240-242 South Meridian Street, P.O. Box 157, Indianapolis, IN 46206; (800) 428-1153

An excellent source for inexpensive flags, such as a set of 36 miniature foreign paper flags (\$5). Also featured are 24 dolls representing 24 countries (\$32), a variety of colorful piñatas (each \$6) and maracas (12 pair/\$23.50), Chinese tangram puzzles (12 for \$7.80), and toucan-shaped plastic whistles (12 for \$6.25). Many additional inexpensive items suitable as prizes and giveaways are stocked.

Lakeshore Learning Materials, 2695 East Dominguez Street, P.O. Box 6261, Carson, CA 90747; (800) 421-5354

Lakeshore demonstrates concern for multicultural awareness in many of its products. For example, 100 paper face shapes come in eight varied skin tones (\$5.95). A gross of assorted small plastic wild animals from around the world is available (\$24.95). Other products tend to be more costly, but appear to be of high quality. Take a look at multicultural clothing and multi-ethnic dolls. Lakeshore also carries dolls with wheelchairs, guide dogs, leg braces, and other disability features.

Liberty Flag and Specialty Company, P.O. Box 424, E7556 Highway 33 East, Reedsburg, WI 53959; (608) 524-2834; www.liberty-flag.com

Miniature flags of 184 foreign countries are available for \$2.50 each.

Oriental Trading Company, P.O. Box 3407, Omaha, NE 68108-0407; (800) 228-2289 or (800) 327-9678; <http://www.oriental.com>

A wide variety of trinkets, including paper Chinese lanterns and chopsticks, can be ordered at very low cost; request the current catalog.

Rivershore Reading Store, 2005 32nd Street, Rock Island, IL 61201; (309) 788-7717

Request the current catalog and check availability of stickers with the slogan "Celebrate the Cultures of the World," wrist rings with the saying "One World, Our World," and buttons printed with the words "Me gusta la biblioteca" (Spanish for "I like the library").

Sally Distributors, 4100 Quebec Avenue North, Minneapolis, MN 55427; (800) 472-5597

Inexpensive novelty items to use as giveaways are described in the current catalog.

Smile Maker, Inc., P.O. Box 2543, Spartanburg, SC 29304; (800) 825-8085

Request the current catalog to see the hundreds of stickers available.

The Storyteller, 308 East 800 South, P.O. Box 921, Salem, UT 84653; regionally represented by Theresa Schwerin (608) 837-4962

A set of multicultural flannelboard families is available.

Tipp Novelty company, 222 North Sixth Street, Tipp City, OH 45371-0186; (800) 669-2445

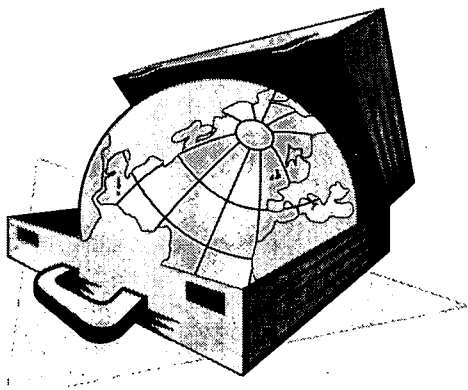
Request the current catalog to see the assorted, inexpensive items suitable for small prizes and decorations.

Trend, P.O. Box 64073, St. Paul, MN 55164; (800) 328-5540

Culture-related bulletin board trimmers are available. They include a stork pattern from a Japanese kimono, Hmong applique designs, and Indonesian batik patterns. The trimmers come with an information card about the culture and the design.

Upstart, a division of Highsmith, Inc., W5527 Highway 106, P.O. Box 800, Fort Atkinson, WI 53538-0800; (800) 448-4887

Several product lines, including posters, bookmarks, buttons, and bags that relate to the Go Global theme, have been produced by Upstart. Check the current catalog for availability of material in lines such as "Reach for the World," (some items are available in Spanish), "Take Flight...Read!," "Book a Trip," "Thomas the Tank Engine and Friends," and "Discover the Reading Rain Forest." "Everybody's Ethnic: A Multicultural Alphabet" is a colorful and informative poster set.



Notes



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



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